Australian Government

# MSF Furnishing Training Package

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# MSF10113 Certificate I in Furnishing

## Modification History

Release 5. Imported units updated. Supersedes and is equivalent to MSF10113 Certificate I in Furnishing (Release 4).

Release 4. Minor changes. Supersedes and is equivalent to MSF10113 Certificate I in Furnishing (Release 3).

Release 3. Imported units updated. Supersedes and is equivalent to MSF10113 Certificate I in Furnishing (Release 2).

Release 2. Imported units updated. Supersedes and is equivalent to MSF10113 Certificate I in Furnishing (Release 1).

Release 1. Supersedes but is not equivalent to LMF10108 Certificate I in Furnishing.

## Qualification Description

This qualification describes the skills and knowledge required to perform basic furnishing industry tasks used in a range of industry job roles involving given routines and procedures and limited accountability for the quality of outcomes while supporting others.

This qualification is typically used to develop skills and knowledge in basic furnishing techniques that include a variety of employment-related skills, including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. It involves collaboration with others through members of a group or team.

Meaningful involvement of industry is essential to achieving this qualification outcome and workplace visits and placement to ensure exposure of learners to realistic workplace conditions and employer expectations is required.

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

## Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

To be awarded the MSF10113 Certificate I in Furnishing, competency must be achieved in **eight (8)** units of competency, including:



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- **five (5)** core units of competency
- **three (3)** elective units of competency.

**CORE UNITS**

Complete all **five (5)** units from this list:

| Unit code | Unit title |
|---|---|
| MSMENV272 | Participate in environmentally sustainable work practices |
| MSMWHS100 | Follow WHS procedures |
| MSMOPS101 | Make measurements |
| MSMSUP102 | Communicate in the workplace |
| MSMSUP106 | Work in a team |

**ELECTIVE UNITS**

Select a maximum of **three (3)** elective units from Group A or B.

**Group A**

Select up to **three (3)** elective units from Group A.

| Unit code | Unit title |
|---|---|
| CUADES201 | Follow a design process |
| CUADES202 | Evaluate the nature of design in a specific industry context |
| CUADES301 | Explore the use of colour |
| MSFBA1001 | Construct a basic roll up blind |
| MSFFF1001 | Complete a basic furniture finishing product |
| MSFFL1001 | Complete simple floor covering installation |
| MSFFM1001 | Construct a basic timber furnishing product |
| MSFFM1002 | Operate basic woodworking machines |
| MSFGG1001 | Complete a basic glass and glazing project |


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| Unit code | Unit title |
|---|---|
| MSFSS3005 | Assemble non-security and security screens and grilles |
| MSFID1001 | Plan the decoration of a simple space |
| MSFPF1001 | Frame a simple artwork |
| MSFSF1001 | Produce basic soft furnishing accessories |
| MSFUP1001 | Complete a basic upholstery project |

**Group B**

**Two (2)** units may be chosen from units available in this Training Package or from other endorsed Training Packages and accredited courses. The units must be aligned at Certificate I or II level.

# Qualification Mapping Information

Release 5. Imported units updated. Supersedes and is equivalent to MSF10113 Certificate I in Furnishing (Release 4).

Release 4. Minor changes. Supersedes and is equivalent to MSF10113 Certificate I in Furnishing (Release 3).

Release 3. Imported units updated. Supersedes and is equivalent to MSF10113 Certificate I in Furnishing (Release 2).

Release 2. Imported units updated. Supersedes and is equivalent to MSF10113 Certificate I in Furnishing (Release 1).

Release 1. Supersedes but is not equivalent to LMF10108 Certificate I in Furnishing.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSF20113 Certificate II in Furnishing

## Modification History

Release 8. Imported units updated. Supersedes and is equivalent to MSF20113 Certificate II in Furnishing (Release 7)

Release 7. Minor upgrades. Supersedes and is equivalent to MSF20113 Certificate II in Furnishing (Release 6).

Release 6. Imported units updated. Supersedes and is equivalent to MSF20113 Certificate II in Furnishing (Release 5).

Release 5. Imported unit updated. Supersedes and is equivalent to MSF20113 Certificate II in Furnishing (Release 4).

Release 4. Imported units updated. Supersedes and is equivalent to MSF20113 Certificate II in Furnishing (Release 3).

Release 3. Imported units updated. Supersedes and is equivalent to MSF20113 Certificate II in Furnishing (Release 2)..

Release 2. Unit titles corrected for MSFFM2010 and MSFSF2014. Supersedes and is equivalent to MSF20113 Certificate II in Furnishing (Release 1).

Release 1. New qualification.

## Qualification Description

This qualification describes the skills and knowledge required to perform basic furnishing industry tasks used in a range of industry job roles involving known routines and procedures and some accountability for the quality of outcomes.

This qualification is typically used to develop skills and knowledge in basic furnishing techniques that include employment-related skills, including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. It involves collaboration with others through members of a group or team.

Meaningful involvement of industry is essential to achieving this qualification outcome and workplace visits and placement to ensure exposure of learners to realistic workplace conditions and employer expectations is required.

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.



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# Entry Requirements

There are no entry requirements for this qualification.

# Packaging Rules

To be awarded the MSF20113 Certificate II in Furnishing, competency must be achieved in **fourteen (14)** units of competency including:

- **five (5)** core units of competency
- **nine (9)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

CORE UNITS

Complete all **five (5)** units from this list:

| Unit code | Unit title |
|---|---|
| MSMENV272 | Participate in environmentally sustainable work practices |
| MSMWHS200 | Work safely |
| MSMSUP102 | Communicate in the workplace |
| MSMSUP106 | Work in a team |
| MSFGN2001 | Make measurements and calculations |

**ELECTIVE UNITS**

Select up to **nine (9)** elective units from Groups A and B as specified below.

**Group A**

**Security screens and grilles**

| Unit code | Unit title |
|---|---|
| MSFBA2001 | Use blinds, awnings, security screens and grilles hand and power tools |
| MSFFM2010 | Set up and operate basic static machines |
| MSFGG2016 | Assemble glazing products |
| MSFSS3005 | Assemble non-security and security screens and grilles |
| MSFSS2001 | Rectify faults in product |


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| Unit code | Unit title |
|---|---|
| MSFSS2003 | Undertake surface preparation |

**Picture framing**

| Unit code | Unit title |
|---|---|
| MSFPF2009 | Cut mouldings to length |
| MSFPF2010 | Join mouldings |
| MSFPF2011 | Mount artwork |
| MSFPF2012 | Cut mat boards |
| MSFPF2013 | Cut and handle glazing |
| MSFPF2014 | Assemble basic artwork packages |

**Soft furnishings production**

| Unit code | Unit title |
|---|---|
| MSFSF2015 | Cut single layer fabrics |
| MSFSF2002 | Machine sew materials |
| MSFSF2003 | Machine sew specialised sewn products |
| MSFSF2004 | Hand sew soft furnishings |
| MSFSF2005 | Operate a steam press |
| MSFSF2006 | Calculate fabric quantities for window coverings |
| MSFSF2007 | Construct unlined curtains and drapes |
| MSFSF2008 | Construct lined curtains and drapes |
| MSFSF2009 | Construct padded pelmets |
| MSFSF2014 | Use soft furnishing sector hand and power tools |

**Blinds, awnings and shade sail - production**


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| Unit code | Unit title |
|---|---|
| MSTTF2009 | Identify and select canvas and sail materials |
| MSTTF2014 | Weld plastic materials |
| MSFBA2001 | Use blinds, awnings, security screens and grilles hand and power tools |
| MSFBA2002 | Set up, operate and maintain blinds and awnings sector static machines |
| MSFBA2004 | Construct roll-up and pull-down style blinds and awnings |
| MSFBA2005 | Construct vertical-style blinds |
| MSFBA2006 | Construct textiles for canopy-style awnings |
| MSFBA2007 | Construct plastic and timber Venetian-style blinds |
| MSFBA2008 | Construct aluminium Venetian-style blinds |
| MSFBA2009 | Construct metal louvre and canopy-hooded style awnings |
| MSFBA2010 | Construct aluminium roll-up style awnings |

**Blinds, awnings and shade sail - installation**

| Unit code | Unit title | Prerequisites |
|---|---|---|
| AHCLS321 | Install metal structures and features | |
| CPCCCM2002 | Carry out hand excavation | *CPCCWHS2001 - Apply WHS requirements, policies and procedures in the construction industry |
| CPCCCO2013 | Carry out concreting to simple forms | *CPCCWHS2001 - Apply WHS requirements, policies and procedures in the construction industry |
| CPCWHS1001 | Prepare to work safely in the construction industry | |
| MSTGN2005 | Perform minor maintenance | |
| MSTTF2015 | Install products on and off-site | |
| MSFBA3016 | Install awnings | |


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### Window coverings installation

| Unit code | Unit title |
|---|---|
| MSFBA2011 | Select and apply hardware and fixings for blinds, awnings, screens and grilles |
| MSFSF2010 | Make up tracks for window coverings |
| MSFSF2011 | Fit and adjust curtain hardware |
| MSFSF2012 | Fit and adjust interior blinds |
| MSFSF2013 | Dress windows |
| MSFSF2014 | Use soft furnishing sector hand and power tools |

### Upholstery

| Unit code | Unit title |
|---|---|
| MSFUP2001 | Use upholstery sector hand and power tools |
| MSFUP2002 | Fit upholstery components |
| MSFUP2003 | Apply contemporary foundations to upholstered furniture |
| MSFUP2004 | Machine sew basic upholstery final cover materials |
| MSFUP2005 | Develop cutting plan and cut single layer upholstery fabric |
| MSFUP2006 | Dismantle and re-assemble furniture for upholstering |

### Flooring technology

| Unit code | Unit title |
|---|---|
| MSFFL3065 | Install resilient tiles |
| MSFFL2030 | Receive and prepare flooring materials |
| MSFFL2031 | Remove existing floor coverings |
| MSFFL2032 | Select, prepare and apply moisture barriers to concrete sub-floors |


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| Unit code | Unit title |
|---|---|
| MSFFL2033 | Install hard underlays |
| MSFFL2034 | Prepare subfloors with cementitious coating applications |
| MSFFL2035 | Mechanically prepare surfaces for installation of flooring materials |
| MSFFL2036 | Install carpet cushion underlays and gripper accessories |
| MSFFL2037 | Install unpatterned tufted carpet |
| MSFFL2038 | Install lay flat vinyl floor coverings |
| MSFFL2039 | Install laminate flooring |
| MSFFL2041 | Install impact and sound absorption underlay |
| MSFFL2042 | Nail strip timber flooring |
| MSFFL2043 | Install expansion joints |
| MSFFL2044 | Install mouldings and edge trims to timber flooring |
| MSFFL2045 | Coarse sand timber flooring |
| MSFFL3054 | Assess flooring installation sites |
| MSFFL3059 | Install carpet tiles |
| MSFFL3070 | Install resilient sheet to walls. I have removed it from the qualification |

**Mattress and base making**

| Unit code | Unit title |
|---|---|
| MSFMB2001 | Prepare and assemble base unit |
| MSFMB2002 | Assemble mattress components |
| MSFMB2003 | Cut mattress and base fabrics |
| MSFMB2004 | Assemble springs for mattresses |
| MSFMB2005 | Make springs for mattresses and bases |
| MSFMB2006 | Set up, operate and maintain a tape edging machine |


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| Unit code | Unit title |
|---|---|
| MSFMB2007 | Set up, operate and maintain a quilting machine |
| MSFSF2014 | Use soft furnishing sector hand and power tools |

**Coopering**

| Unit code | Unit title |
|---|---|
| MSFCP2001 | Use coopering sector hand and power tools |
| MSFCP2002 | Produce barrels using non-fired processes |
| MSFCP2003 | Produce barrels using fired processes |
| MSFCP2004 | Maintain and repair barrels |
| MSFFM2006 | Hand make timber joints |
| MSFFM2012 | Set up, operate and maintain pressure and clamping machines |
| MEM05007C | Perform manual heating and thermal cutting |
| MEM05012C | Perform routine manual metal arc welding |

**Group B**

A maximum of **three (3)** relevant units may be selected from:

- units not previously selected from Group A
- units from Group B, below
- relevant units from this Training Package, other endorsed Training Packages and accredited courses, where those units are available at Certificate II or Certificate III level.

Units selected from other Training Packages and accredited courses via Group B must be relevant to the qualification outcome and not duplicate units available within this qualification.

| Unit code | Unit title |
|---|---|
| BSBOPS203 | Deliver a service to customers |
| BSBSTR301 | Contribute to continuous improvement |
| BSBTEC101 | Operate digital devices |


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| Unit code | Unit title |
|---|---|
| BSBTEC301 | Design and produce business documents |
| HLTAID011 | Provide first aid |
| MSFGN2002 | Move and store materials and products |
| MSS402001 | Apply competitive systems and practices |
| MSS402002 | Sustain process improvements |
| MSS402010 | Manage the impact of change on own work |
| MSS402020 | Apply quick changeover procedures |
| MSS402021 | Apply Just in Time procedures |
| MSS402082 | Apply cost factors to work practices |
| MSS402040 | Apply 5S procedures |
| MSS402050 | Monitor process capability |
| MSS402051 | Apply quality standards |
| TLIA0020 | Package goods |
| TLIA0023 | Receive goods |
| TLID0021 | Store and handle dangerous goods and hazardous substances |

# Qualification Mapping Information

Release 8. Minor update to first aid elective unit. Supersedes and is equivalent to MSF20113 Certificate II in Furnishing (Release 7).

Release 7. Minor upgrades. Supersedes and is equivalent to MSF20113 Certificate II in Furnishing (Release 6).

Release 6. Imported units updated. Supersedes and is equivalent to MSF20113 Certificate II in Furnishing (Release 5).

Release 5. Imported unit updated. Supersedes and is equivalent to MSF20113 Certificate II in Furnishing (Release 4).

Release 4. Imported units updated. Supersedes and is equivalent to MSF20113 Certificate II in Furnishing (Release 3).


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Release 3. Imported units updated. Supersedes and is equivalent to MSF20113 Certificate II in Furnishing (Release 2)..

Release 2. Unit titles corrected for MSFFM2010 and MSFSF2014. Supersedes and is equivalent to MSF20113 Certificate II in Furnishing (Release 1).

Release 1. New qualification.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73



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# MSF20213 Certificate II in Furniture Finishing

## Modification History

Release4. Metadata has been updated.

Release 3. Imported units updated. Equivalent.

Release 2. Imported units updated. Equivalent.

Release 1. New qualification

## Qualification Description

This qualification describes the skills and knowledge required to perform a range of finishing techniques for furniture and covers basic dismantling and assembly of furniture items for surface finishing involving known routines and procedures and some accountability for the quality of outcomes. It involves collaboration with others through members of a group or team.

Meaningful involvement of industry is essential to achieving this qualification outcome and workplace visits and placement to ensure exposure of learners to realistic workplace conditions and employer expectations is required.

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

## Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

To be awarded the MSF20213 Certificate II in Furniture Finishing, competency must be achieved in **thirteen (13)** units of competency.

- **eight (8)** core units of competency
- **five (5)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

**CORE UNITS**



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Complete all **eight (8)** units from this list.

| Unit code | Unit title |
|---|---|
| MSMENV272 | Participate in environmentally sustainable work practices |
| MSMWHS100 | Follow WHS procedures |
| MSMSUP102 | Communicate in the workplace |
| MSMSUP106 | Work in a team |
| MSFFF2001 | Use furniture finishing sector hand and power tools |
| MSFFF2003 | Remove surface coatings |
| MSFGN2001 | Make measurements and calculations |
| TLID2003 | Handle dangerous goods/hazardous substances |

**ELECTIVE UNITS**

Select **five (5)** units from Groups A and B as specified below.

**Group A**

Select a minimum of **three (3)** units from Group A.

| Unit code | Unit title |
|---|---|
| MSFFF2002 | Dismantle and reassemble furniture |
| MSFFF2004 | Prepare surfaces for finishing |
| MSFFF2005 | Maintain spray equipment and booth |
| MSFFF2006 | Apply surface coatings by spray gun |
| MSFFF2007 | Apply stains, fillers and bleach |
| MSFFF2008 | Apply surface coatings by hand |

**Group B**


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A maximum of **two (2)** relevant units may be chosen from other units not selected in Group A, or units available in this Training Package, other endorsed Training Packages and accredited courses. The units must be aligned at Certificate II or III level.

Units selected from other Training Packages and accredited courses via Group B must be relevant to the qualification outcome and not duplicate units available within this qualification.

## Qualification Mapping Information

Supersedes and is based on LMF20202 Certificate II in Furniture Finishing. Outcomes are equivalent.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSF20313 Certificate II in Furniture Making

## Modification History

Release 7. Imported units and metadata updated.

Release 6. Imported units updated. Equivalent.

Release 5. Qualification Descriptor adjusted to reflect target group - no change to qualification.

Release 4. Group A selection corrected. Additional information in qualification descriptor. Imported units updated. Equivalent.

Release 3. Imported units updated. Equivalent.

Release 2. Unit title corrected for MSFFM2010. No change in outcomes.

Release 1. New qualification

## Qualification Description

This qualification describes the skills and knowledge required to perform the manufacture of free-standing furniture or built-in cabinets, and provide on-site assistance in the installation of furniture or cabinets involving known routines and procedures and some accountability for the quality of outcomes. It reflects vocational outcomes for those performing assistant cabinet maker, assistant installer of built-in cabinets, and production operator within a cabinet making enterprise. Cabinets include free-standing and built-in furniture or fitted cabinets, such as those used in kitchens and bathrooms. Skills are also included that cover assisting in the installation or renovation of kitchens and bathrooms and other fitted cabinets, which involves collaboration with others through members of a group or team. This qualification does not cover shopfitting.

Meaningful involvement of industry is essential to achieving this qualification outcome.

This qualification is suitable for persons employed in furniture making as described above. It also applies to persons who are formally engaged in a traineeship in accordance with the Australian Apprenticeships policy. The MSF20516 Certificate II in Furniture Making Pathways is the appropriate qualification for VET delivered to secondary students.

There are no specific licences that relate to this qualification. However, depending on the state and territory where work is undertaken licensing may relate to this qualification where the candidate is required to work on-site. The licensing requirement will usually involve construction induction training. Where licensing is required the unit CPCWHS1001 - Prepare to work safely in the construction industry should be selected. If no licensing requirement exists (e.g. where all work will be off-site) then the unit MSMWHS200 Work safely should be selected



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# Entry Requirements

There are no entry requirements for this qualification.

# Packaging Rules

To be awarded the MSF20313 Certificate II in Furniture Making, competency must be achieved in **thirteen (13)** units of competency.

- **five (5)** core units of competency
- **eight (8)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

### CORE UNITS

Complete all **five (5)** units from this list.

| Unit code | Unit title |
|---|---|
| MSMENV272 | Participate in environmentally sustainable work practices |
| MSMSUP102 | Communicate in the workplace |
| MSMSUP106 | Work in a team |
| MSFFM2001 | Use furniture making sector hand and power tools |
| MSFGN2001 | Make measurements and calculations |

### ELECTIVE UNITS

Select **eight (8)** unit from Groups A, B or C as specified below.

### Group A

Select **one (1)** unit only from Group A.

| Unit code | Unit title |
|---|---|
| CPCWHS1001 | Prepare to work safely in the construction industry |
| | OR |


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| Unit code | Unit title |
|---|---|
| MSMWHS200 | Work safely |

**NB:** Unit CPCWHS1001 Prepare to work safely in the construction industry above is necessary to achieve a National Construction Safety Card required for all on-site work access.

### Group B

Select a minimum of **four (4)** units from Group B with a maximum of **two (2)** units coded MSS.

| Unit code | Unit title |
|---|---|
| MEM16008A | Interact with computing technology |
| MSAPMSUP201A | Receive or despatch goods |
| MSMSUP240 | Undertake minor maintenance |
| MSMSUP273 | Handle goods |
| MSFFF2004 | Prepare surfaces for finishing |
| MSFFF2006 | Apply surface coatings by spray gun |
| MSFFM2002 | Assemble furnishing components |
| MSFFM2003 | Select and apply hardware |
| MSFFM2004 | Apply sheet laminates by hand |
| MSFFM2005 | Join solid timber |
| MSFFM2006 | Hand make timber joints |
| MSFFM2007 | Follow plans to assemble production furniture |
| MSFFM2008 | Bend and form cane |
| MSFFM2009 | Construct cane furniture |
| MSFFM2010 | Set up and operate basic static machines |
| MSFFM2011 | Apply manufactured board conversion techniques |
| MSFFM2012 | Set up, operate and maintain pressure and clamping machines |


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| Unit code | Unit title |
|---|---|
| MSFKB2001 | Prepare for cabinet installation |
| MSFKB2002 | Provide assistance in cabinet installation |
| MSS402001 | Apply competitive manufacturing practices |
| MSS402002 | Sustain process improvements |
| MSS402020 | Apply quick changeover procedures |
| MSS402010 | Manage the impact of change on own work |
| MSS402050 | Monitor process capability |
| MSS402051 | Apply quality standards |
| MSS402081 | Contribute to the application of a proactive maintenance strategy |

**Group C**

Up to **three (3)** relevant units may be chosen from other or units available in this Training Package, other endorsed Training Packages and accredited courses. Those units must be aligned at Certificate II level (maximum 3 units) or Certificate III level (maximum 1 unit).

Units selected from other Training Packages and accredited courses via Group C must be relevant to the qualification outcome and not duplicate units available within this qualification.

# Qualification Mapping Information

Release 7. Imported units and metadata updated.

Release 6. Imported units updated. Equivalent.

Release 5 - Qualification Descriptor adjusted to reflect target group - no change to qualification.

Release 4 – Group A selection corrected. Additional information in qualification descriptor. Imported units updated. Equivalent.

Release 3 - Imported units updated. Equivalent.

Release 2 - Unit title corrected for MSFFM2010. No change in outcomes.

Release 1 - Supersedes and is based on LMF20309 Certificate II in Furniture Making. Outcomes are equivalent.



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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSF20413 Certificate II in Glass and Glazing

## Modification History

Release 7. Metadata and first aid elective unit updated. Supersedes and is equivalent to MSF20413 Certificate II in Glass and Glazing (Release 6).

Release 6. Minor upgrades. Supersedes and is equivalent to MSF20413 Certificate II in Glass and Glazing (Release 5).

Release 5. Imported units updated. Supersedes and is equivalent to MSF20413 Certificate II in Glass and Glazing (Release 4).

Release 4. Imported units updated. Supersedes and is equivalent to MSF20413 Certificate II in Glass and Glazing (Release 3).

Release 3. Imported units updated. Supersedes and is equivalent to MSF20413 Certificate II in Glass and Glazing (Release 2).

Release 2. Unit title corrected for MSFGG3020. Supersedes and is equivalent to MSF20413 Certificate II in Glass and Glazing (Release 1).

Release 1. New qualification. Supersedes and is equivalent to LMF20411 Certificate II in Glass and Glazing.

## Qualification Description

This qualification describes the skills and knowledge required to perform basic glass and glazing job roles, such as safely processing and moving thin glass. It may include assembly/repair of leadlight and stained glass involving known routines and procedures and some accountability for the quality of outcomes.

This qualification is typically used to develop skills and knowledge in basic glass and glazing techniques that include employment-related skills, including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. It involves collaboration with others through members of a group or team.

Meaningful involvement of industry is essential to achieving this qualification outcome and workplace visits and placement to ensure exposure of learners to realistic workplace conditions and employer expectations is required.

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.


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# Entry Requirements

There are no entry requirements for this qualification.

# Packaging Rules

To be awarded the MSF20413 Certificate II in Glass and Glazing, competency must be achieved in **thirteen (13)** units of competency.

- **five (5)** core units of competency
- **eight (8)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

### CORE UNITS

Complete all **five (5)** units from this list.

| Unit code | Unit title |
|---|---|
| MSMENV272 | Participate in environmentally sustainable work practices |
| MSMWHS100 | Follow WHS procedures |
| MSMSUP102 | Communicate in the workplace |
| MSMSUP106 | Work in a team |
| MSFGN2001 | Make measurements and calculations |

### ELECTIVE UNITS

Complete **eight (8)** elective units of competency from Groups A, B and C as specified below.

### Group A

Select a minimum of **five (5)** units from this Group.

| Unit code | Unit title |
|---|---|
| HLTAID011 | Provide first aid |
| MSFGG2012 | Operate glass freefall rack and table |


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| | |
|---|---|
| MSFGG2013 | Move single glass sheets by mechanical means |
| MSFGG2011 | Glaze and reglaze residential windows and doors |
| MSFDG2001 | Assemble leadlight and stained glass components |
| MSFGG2014 | Cut thin glass by hand |
| MSFGG3039 | Manually move glass |
| MSFGG2015 | Process glass by basic machines |

**Group B**

Select a maximum of **three (3)** units from this Group.

| **Unit code** | **Unit title** |
|---|---|
| CUAACD101 | Use basic drawing techniques |
| CUADRA201 | Develop drawing skills |
| MSFFM3024 | Construct jigs and fixtures |
| MSFDG2001 | Fabricate and assemble frames |
| MSFSS3005 | Assemble non-security and security screens and grilles |
| MSFGG3022 | Construct and repair leadlight panels |
| MSFSS2003 | Undertake surface preparation |
| MSFGG2016 | Assemble glazing products |
| MSFGG3028 | Select, cut and process materials for glazing products |

**Group C**

Up to **three (3)** relevant units may be chosen from this Training Package, other endorsed Training Packages and accredited courses, where those units are aligned at Certificate II level (maximum 3 units) or Certificate III level (maximum 2 units).

Units selected from other Training Packages and accredited courses must be relevant to the qualification outcome and not duplicate units available within this qualification.


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# Qualification Mapping Information

Release 7. Metadata and first aid elective unit updated. Supersedes and is equivalent to MSF20413 Certificate II in Glass and Glazing (Release 6).

Release 6. Minor upgrades. Supersedes and is equivalent to MSF20413 Certificate II in Glass and Glazing (Release 5).

Release 5. Imported units updated. Supersedes and is equivalent to MSF20413 Certificate II in Glass and Glazing (Release 4).

Release 4. Imported units updated. Supersedes and is equivalent to MSF20413 Certificate II in Glass and Glazing (Release 3).

Release 3. Imported units updated. Supersedes and is equivalent to MSF20413 Certificate II in Glass and Glazing (Release 2).

Release 2. Unit title corrected for MSFGG3020. Supersedes and is equivalent to MSF20413 Certificate II in Glass and Glazing (Release 1).

Release 1. New qualification. Supersedes and is equivalent to LMF20411 Certificate II in Glass and Glazing.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSF20516 Certificate II in Furniture Making Pathways

## Modification History

Release 1. New qualification

## Qualification Description

This qualification applies to a learning and assessment environment where access to structured on-the-job learning in a workplace may not be available. This qualification is only for institutional delivery.

The qualification is intended for people interested in exposure to a furniture making or related working environment with a view to entering into employment in that area.

This qualification delivers broad-based underpinning skills and knowledge in a range of furniture making tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in a furniture manufacturing environment or related workplace.

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

## Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

To be awarded the MSF20516 Certificate II in Furniture Making Pathways competency must be achieved in a minimum of twelve (12) units of competency, chosen as outlined below:

- all five (5) core units of competency
- a minimum of six (6) units of competency from Group A
- a maximum of one (1) unit of competency from Group B.

There are no units with prerequisite requirements in this qualification.

This qualification does not allow for the importation of units of competency from other Training Packages or other MSF qualifications. The units listed below are the only units that can be accessed for achievement of this qualification.


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**Core units**

| Unit code | Unit title |
|---|---|
| MSMENV272 | Participate in environmentally sustainable work practices |
| MSMPCI103 | Demonstrate care and apply safe practices at work |
| MSFGN2001 | Make measurements and calculations |
| MSFFP2001 | Undertake a basic furniture making project |
| MSFFP2002 | Develop a career plan for the furnishing industry |

**Elective units**

**Group A**

| Unit code | Unit title | Prerequisites |
|---|---|---|
| MEM16006A | Organise and communicate information | |
| MEM16008A | Interact with computing technology | |
| MSFFM2001 | Use furniture making sector hand and power tools | |
| MSFFM2002 | Assemble furnishing components | |
| MSFFM2003 | Select and apply hardware | |
| MSFFP2003 | Prepare surfaces | |
| MSFFP2004 | Apply domestic surface coatings | |
| MSFFP2005 | Join furnishing materials | |
| MSFFP2006 | Make simple timber joints | |
| MSFFP2007 | Identify materials used in furnishing production | |
| MSFFP2008 | Make a basic upholstery product | |


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| | | |
|---|---|---|
| MSFFP2009 | Identify materials suitable for kitchen or bathroom construction | |
| MSFFP2010 | Research and draw a basic kitchen or bathroom design | |
| **Group B** | | |
| **Unit code** | **Unit title** | **Prerequisites** |
| MSMPCI101 | Adapt to work in industry | |
| MSMSUP106 | Work in a team | |

The units coded MSFFP are pathways units for use in this qualification and other pre-vocational pathways qualifications. They should not be imported to other MSA manufacturing work based qualifications.

# Qualification Mapping Information

Release 1. New qualification.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSF30113 Certificate III in Furniture Finishing

## Modification History

Release 3. Metadata updated.

Release 2. Imported units updated. Equivalent.

Release 1. New qualification

## Qualification Description

This qualification describes the skills and knowledge required to perform a wide range of tasks associated with the preparation of surfaces and applying stains, coatings and finishes to furniture in manufacture or repair. Participation in teams, including group or team coordination, may be required.

A specialisation in French polishing can be recognised in this qualification where the following elective units are achieved:

MSFFF2003 Remove surface coatings

MSFFF2004 Prepare surfaces for finishing

MSFFF2007 Apply stains, fillers and bleach

MSFFF2008 Apply surface coatings by hand

MSFFF3001 Match and make up colours

MSFFF3007 Apply graining and decorative finishes

MSFFF3008 Apply traditional French polishing techniques

Where this specialisation is achieved, RTOs should identify this as follows:

**MSF30113 Certificate III in Furniture Finishing**

**(specialising in French Polishing)**

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

## Entry Requirements

Not applicable



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# Packaging Rules

To be awarded the MSF30113 Certificate III in Furniture Finishing, competency must be achieved in **twenty-three (23)** units of competency.

- **ten (10)** core units of competency
- **thirteen (13)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

### CORE UNITS

Complete all **ten (10)** units from this list.

| Unit code | Unit title |
|---|---|
| MSMENV272 | Participate in environmentally sustainable work practices |
| MSMWHS200 | Work safely |
| MSMSUP102 | Communicate in the workplace |
| MSMSUP106 | Work in a team |
| MSFFF2001 | Use furniture finishing sector hand and power tools |
| MSFFF2002 | Dismantle and re-assemble furniture |
| MSFGN2001 | Make measurements and calculations |
| MSFGN3001 | Read and interpret work documents |
| MSFGN3002 | Estimate and cost job |
| TLID2003 | Handle dangerous goods/hazardous substances |

### ELECTIVE UNITS

Select **thirteen (13)** units from Groups A, B and C as specified below.

### Group A

Select a minimum of e**ight (8)** units from Group A.


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| Unit code | Unit title |
|---|---|
| MSFFF2003 | Remove surface coatings |
| MSFFF2004 | Prepare surfaces for finishing |
| MSFFF2005 | Maintain spray equipment and booth |
| MSFFF2006 | Apply surface coatings by spray gun |
| MSFFF2007 | Apply stains, fillers and bleach |
| MSFFF3001 | Match and make up colours |
| MSFFF3003 | Apply plural component coatings |
| MSFFF3004 | Apply soft rubber techniques |
| MSFFF3006 | Repair and touch up surfaces |

### Group B

Select at least **one (1)** unit from Group B.

| Unit code | Unit title |
|---|---|
| MSFFF2008 | Apply surface coatings by hand |
| MSFFF3002 | Set up, operate and maintain mechanical coatings systems |
| MSFFF3005 | Enhance finishes |
| MSFFF3007 | Apply graining and decorative finishes |
| MSFFF3008 | Apply traditional French polishing techniques |
| MSFFF3009 | Set up, operate and maintain computer numerically controlled (CNC) coating systems |

### Group C

Up to **four (4)** relevant units may be chosen from units not already selected from Groups A and B, or units available in this Training Package or other endorsed Training Packages and accredited courses. Units must be aligned at Certificate II level (maximum 1 unit), Certificate III level (maximum 4 units) or Certificate IV level (maximum 1 unit).


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Units selected from other Training Packages and accredited courses via Group C must be relevant to the qualification outcome and not duplicate units available within this qualification.

# Qualification Mapping Information

Supersedes and is based on LMF30202 Certificate III in Furniture Finishing. Outcomes are equivalent.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSF30213 Certificate III in Furniture Making

## Modification History

Release 3. Metadata updated.

Release 2. Imported units updated. Equivalent.

Release 1. New qualification

## Qualification Description

This qualification describes the skills and knowledge required to perform a wide range of tasks in furniture making, including interpretation of specifications drawings, use of specialised machines and hand techniques.

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

## Entry Requirements

Not applicable

## Packaging Rules

To be awarded the MSF30213 Certificate III in Furniture Making, competency must be achieved in **twenty-eight (28)** units of competency.

- **fifteen (15)** core units of competency
- **thirteen (13)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

**CORE UNITS**

Complete all **fifteen (15)** units from this list.

| Unit code | Unit title |
|---|---|
| MSMENV272 | Participate in environmentally sustainable work practices |



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| Unit code | Unit title |
|---|---|
| MSMWHS200 | Work safely |
| MSMSUP102 | Communicate in the workplace |
| MSMSUP106 | Work in a team |
| MSFFF2004 | Prepare surfaces for finishing |
| MSFFM2001 | Use furniture making sector hand and power tools |
| MSFFM2002 | Assemble furnishing components |
| MSFFM2006 | Hand make timber joints |
| MSFFM2010 | Set up, operate and maintain basic static machines |
| MSFFM2011 | Apply manufactured board conversion techniques |
| MSFFM3009 | Produce manual and computer-aided production drawings |
| MSFGN2001 | Make measurements and calculations |
| MSFGN3001 | Read and interpret work documents |
| MSFGN3002 | Estimate and cost job |
| TLID2003 | Handle dangerous goods/hazardous substances |

**ELECTIVE UNITS**

Select **thirteen (13)** units from Groups A or B as specified below.

**Group A**

Select a minimum of **seven (7)** units from Group A.

| Unit code | Unit title |
|---|---|
| MSFFM2003 | Select and apply hardware |
| MSFFM2004 | Apply sheet laminates by hand |
| MSFFM2005 | Join solid timber |
| MSFFM2007 | Follow plans to assemble production furniture |


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| Unit code | Unit title |
|---|---|
| MSFFM2008 | Bend and form cane |
| MSFFM2009 | Construct cane furniture |
| MSFFM2012 | Set up, operate and maintain pressure and clamping machines |
| MSFFM3001 | Construct chair and couch frames |
| MSFFM3002 | Construct furniture using leg and rail method |
| MSFFM3003 | Produce angled and curved furniture using manufactured board |
| MSFFM3004 | Produce angled and curved furniture using solid timber |
| MSFFM3005 | Fabricate custom furniture |
| MSFFM3006 | Install furnishing products |
| MSFFM3007 | Prepare and apply decorative surfaces for furniture |
| MSFFM3008 | Select timbers for furniture production |
| MSFFM3010 | Prepare cutting list from plans and job specifications |
| MSFFM3011 | Measure and draw site layout for manufactured furniture products |
| MSFFM3012 | Set up, operate and maintain sawing machines |
| MSFFM3013 | Set up, operate and maintain drilling machines |
| MSFFM3014 | Set up, operate and maintain joining machines |
| MSFFM3015 | Set up, operate and maintain planing and finishing machines |
| MSFFM3016 | Set up, operate and maintain multi-head planing and moulding machines |
| MSFFM3017 | Set up, operate and maintain routing and shaping machines |
| MSFFM3018 | Set up, operate and maintain mechanical wood-turning lathes |
| MSFFM3019 | Set up, operate and maintain automated edge banding machines |
| MSFFM3020 | Fabricate synthetic solid surface products |
| MSFFM3021 | Set up, operate and maintain computer numerically controlled (CNC) sizing machines |


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| Unit code | Unit title |
|---|---|
| MSFFM3022 | Set up, operate and maintain computer numerically controlled (CNC) machining and processing centres |
| MSFFM3023 | Produce and maintain cutting tools |
| MSFFM3024 | Construct jigs and fixtures |

### Group B

Up to **six (6)** relevant units may be chosen from units not already selected from Group A, or units available in this Training Package or other endorsed Training Packages and accredited courses. Those units must be aligned at Certificate II level (maximum 1 unit), Certificate III level (maximum 6 units) or Certificate IV level (maximum 1 unit).

Units selected from other Training Packages and accredited courses via Group B must be relevant to the qualification outcome and not duplicate units available within this qualification.

## Qualification Mapping Information

Supersedes and is based on LMF30302 Certificate III in Furniture Making. Outcomes are equivalent.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSF30313 Certificate III in Timber and Composites Machining

## Modification History

Release 5. Imported units and one low use unit removed from elective bank as determined at December 2020 AISC meeting in response to Skills Ministers' objectives

Release 4 - Imported units updated. Equivalent.

Release 3 - Imported units updated. Equivalent.

Release 2 - Imported units updated. Equivalent.

Release 1 - New qualification

## Qualification Description

This qualification describes the skills and knowledge required to perform timber and composites machining for the manufacture of furniture, cabinetry, windows and doors, and other components utilising a range of specialist machinery, and includes preparing and working from drawings and cutting lists. The skills include static and computer numerically controlled (CNC) machine set up, operation maintenance and basic troubleshooting.

There are three possible specialist streams embedded in this qualification:

**Stream 1 -- Flat Panel Machining**

**Stream 2 – Solid Timber Machining**

**Stream 3 – Machining Technician**

Units may be chosen from the specialist stream elective groups to achieve any of the three specialisations or a broad combination of competencies can be selected from all electives with no identified specialisation.

Where specialisation is achieved, RTOs should identify this as follows:

**MSF30313 Certificate III in Timber and Composites Machining**

**(Flat Panel Machining)**

or

**MSF30313 Certificate III in Timber and Composites Machining**

**(Solid Timber Machining)**

or

**MSF30313 Certificate III in Timber and Composites Machining**

**(Machining Technician)**



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There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

# Entry Requirements

There are no entry requirements for this qualification.

# Packaging Rules

To be awarded the MSF30313 Certificate III in Timber and Composites Machining, competency must be achieved in **twenty-seven (27)** units of competency.

- **eleven (11)** core units of competency
- **sixteen (16)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

### CORE UNITS

Complete all **eleven (11)** units from this list.

| Unit code | Unit title |
|---|---|
| MSMENV272 | Participate in environmentally sustainable work practices |
| MSMWHS200 | Work safely |
| MSMSUP102 | Communicate in the workplace |
| MSMSUP106 | Work in a team |
| MSFFM2001 | Use furniture making sector hand and power tools |
| MSFFM2010 | Set up and operate basic static machines |
| MSFFM3009 | Produce manual and computer-aided production drawings |
| MSFFM3010 | Prepare cutting list from plans and job specifications |
| MSFGN2001 | Make measurements and calculations |
| MSFGN3001 | Read and interpret work documents |


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| Unit code | Unit title |
|---|---|
| MSFGN3002 | Estimate and cost job |

**ELECTIVE UNITS**

Select **sixteen (16)** units from Groups A, B, C, D or E as specified below.

**Group A**

Select a minimum of **seven (7)** units from Group A for a specialisation in **Stream 1 - Flat Panel Machining**

| Unit code | Unit title |
|---|---|
| MSFFF2004 | Prepare surfaces for finishing |
| MSFFM2002 | Assemble furnishing components |
| MSFFM2004 | Apply sheet laminates by hand |
| MSFFM2007 | Follow plans to assemble production furniture |
| MSFFM2011 | Apply manufactured board conversion techniques |
| MSFFM3012 | Set up, operate and maintain sawing machines |
| MSFFM3013 | Set up, operate and maintain drilling machines |
| MSFFM3019 | Set up, operate and maintain automated edge banding machines |
| MSFFM3020 | Fabricate synthetic solid surface products |

**Group B**

Select a minimum of **seven (7)** units from Group B for a specialisation in **Stream 2 – Solid Timber Machining**

| Unit code | Unit title |
|---|---|
| MSFFDM4023 | Set up, operate and maintain basic static woodworking machines for furniture designs |
| MSFFM2005 | Join solid timber |


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| | |
|---|---|
| MSFFM3008 | Select timbers for furniture production |
| MSFFM3014 | Set up, operate and maintain joining machines |
| MSFFM3015 | Set up, operate and maintain planing and finishing machines |
| MSFFM3016 | Set up, operate and maintain multi-head planing and moulding machines |
| MSFFM3017 | Set up, operate and maintain routing and shaping machines |
| MSFFM3018 | Set up, operate and maintain mechanical wood-turning lathes |
| MSFFM3024 | Construct jigs and fixtures |

**Group C**

Select a minimum of **seven (7)** units from Group C for a specialisation in **Stream 3 –Machining Technician**

| Unit code | Unit title | Prerequisites |
|---|---|---|
| MEM07001B | Perform operational maintenance of machines/equipment | * |
| MEM14003B | Undertake basic production scheduling | |
| MEM18001C | Use hand tools | |
| MEM30017A | Use basic preventative maintenance techniques and tools | |
| MSFFM3021 | Set up, operate and maintain computer numerically controlled (CNC) sizing machines | |
| MSFFM3022 | Set up, operate and maintain computer numerically controlled (CNC) machining and processing centres | |
| MSFFM3023 | Produce and maintain cutting tools | |
| MSS402001 | Apply competitive manufacturing practices | |
| MSS402020 | Apply quick changeover procedures | |
| MSS402083 | Use planning software systems in operations | |


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| | |
|---|---|
| MSS402081 | Contribute to the application of a proactive maintenance strategy |
| MSS403087 | Mistake proof an operational process |
| UEEEC0072 | Troubleshoot microcontroller-based hardware systems |

**Group D**

Select up to **five (5)** units from Group D.

| **Unit code** | **Unit title** |
|---|---|
| MEM30031A | Operate computer-aided design (CAD) system to produce basic drawing elements |
| MSFDN4003 | Produce patterns and templates |
| MSFFM2012 | Set up, operate and maintain pressure and clamping machines |
| MSFFM3007 | Prepare and apply decorative surfaces for furniture |
| MSFFM3011 | Measure and draw site layout for manufactured furniture products |
| MSFFT4007 | Sample, inspect and test products to specifications |
| MSS402010 | Manage the impact of change on own work |
| MSS402021 | Apply Just in Time procedures |
| MSS402051 | Apply quality standards |
| TLID0021 | Store and handle dangerous goods and hazardous substances |

**Group E**

Up to **five (5)** relevant units may be chosen from units not already selected from Groups A, B C, or D or units available in this Training Package or other endorsed Training Packages and accredited courses. Those units must be aligned at Certificate II level (maximum 1 unit), Certificate III level (maximum 5 units) or Certificate IV level (maximum 1 unit).


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Units selected from other Training Packages and accredited courses via Group E must be relevant to the qualification outcome and not duplicate units available within this qualification.

# Qualification Mapping Information

Release 5. Imported units and one low use unit removed from elective bank as determined at December 2020 AISC meeting in response to Skills Ministers' objectives.

Release 4 - Imported units updated. Equivalent.

Release 3 - Imported units updated. Equivalent.

Release 2 - Imported units updated. Equivalent.

Release 1 - New qualification. Supersedes and is based on LMF30502 Certificate III in Furniture Making (Wood Machining). Outcomes are not equivalent.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSF30422 Certificate III in Glass and Glazing

## Modification History

Release 1. Addition of MSFGG2017 to Group D electives. Supersedes and is equivalent to MSF30418 Certificate III in Glass and Glazing (Release 2).

## Qualification Description

This qualification reflects the role of individuals involved in manufacturing, processing, moving or installing various types of glass products. Job roles may be in glass processing, glazing or designed glazing in both residential and commercial operations.

Workers use a range of technical knowledge to perform skilled work involving known routines, methods and procedures. They use discretion and judgement to adapt and transfer their skills and knowledge to different job needs and take responsibility for their own work within organisational parameters.

In some states and territories there may be licensing requirements that link to this qualification, and other licensing requirements where the individual is required to work onsite. Depending on the jurisdiction, licensing or regulatory requirements may also apply to the use of some units in this qualification. Licensing of glazing work applies in Queensland, NSW and South Australia. Local regulations should be checked for details.

## Entry Requirements

Nil

## Packaging Rules

Total number of units = 23 including:

- 8 core units
- 15 elective units consisting of:
- 1 unit only from Group A
- at least 8 units in any combination from Groups B, C, D or E
- up to 6 additional units from Group B, C, D, E, F, or any endorsed Training Package or accredited course. These units must be relevant to the work outcome as outlined in the qualification description above, must not duplicate the outcome of other units available within this qualification, and if imported from other Training Packages, at least 4 must be units reflecting outcomes at AQF level 3 or higher.

Electives may be packaged to provide a qualification with a specialisation. General packaging rules must still be met when packaging units for a specialisation.


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All Group B electives and at least 6 Group C electives, including those marked with '#', must be selected for the award of *MSF30422 Certificate III in Glass and Glazing (Glass Processing).*

All Group B electives and at least 6 Group D electives, including those marked with '#'**,** plus at least 1 installation unit (MSFGG3033 – MSFGG3037), must be selected for the award of *MSF30422 Certificate III in Glass and Glazing (Glazing).*

At least 3 Group E electives, including those marked with '#', must be selected for the award of *MSF30422 Certificate III in Glass and Glazing (Designed Glazing).*

**CORE UNITS**

| **Unit code** | **Unit title** | **Prerequisite** |
|---|---|---|
| HLTAID011 | Provide first aid | |
| MSFGG2014 | Cut thin glass by hand | |
| MSFGG2015 | Process glass by basic machines | |
| MSFGG3039 | Manually move glass | |
| MSFGN2001 | Make measurements and calculations | |
| MSMENV272 | Participate in environmentally sustainable work practices | |
| MSMSUP102 | Communicate in the workplace | |
| MSMSUP106 | Work in a team | |

**ELECTIVE UNITS**

**Group A**

| Unit code | Unit title | Prerequisite |
|---|---|---|
| CPCCWHS2001 | Apply WHS requirements, policies and procedures in the construction industry | |
| MSMWHS200 | Work safely | |

**Group B**

| **Unit code** | **Unit title** | **Prerequisite** |
|---|---|---|
| MSFGG2013 | Move single glass sheets by mechanical means | |


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### Group C - Glass Processing

| Unit code | Unit title | Prerequisite |
|---|---|---|
| MEM30031A | Operate computer-aided design (CAD) system to produce basic drawing elements | |
| MSFFM3024 | Construct jigs and fixtures | |
| MSFGG2012 | Operate glass freefall rack and table # | |
| MSFGG3023 | Apply and handle films | |
| MSFGG3024 | Form glass | |
| MSFGG3025 | Apply patterns and designs to glass | |
| MSFGG3026 | Laminate glass | |
| MSFGG3027 | Toughen glass | |
| MSFGG3030 | Process glass by automatic machines | |
| MSFGG3031 | Cut thick glass # | |
| MSFGG3032 | Mirror glass | |
| MSFGG3040 | Move block and bulk glass sheet by mechanical means # | |
| MSFGG3041 | Manufacture insulated glass units | |
| MSFGG3042 | Process glass by semi-automatic machines | |

### Group D - Glazing

| Unit code | Unit title | Prerequisite |
|---|---|---|
| MSFSS3005 | Assemble non-security and security screens and grilles | |
| MSFGG2011 | Glaze and reglaze residential windows and doors # | |
| MSFGG2016 | Assemble glazing products | |
| MSFGG2017 | Fabricate and install insect and security screens | |


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| | | |
|---|---|---|
| MSFGG3028 | Select, cut and process materials for glazing products | |
| MSFGG3029 | Assess glass and glazing requirements # | |
| MSFGG3033 | Install shower screens | |
| MSFGG3034 | Install residential windows and doors | |
| MSFGG3035 | Install mirrors and glass splashbacks | |
| MSFGG3036 | Install commercial glazing products | |
| MSFGG3037 | Install structural glazing products | |
| MSFGG3038 | Conduct commercial and structural reglazing | |
| MSFGN3001 | Read and interpret work documents | |

**Group E - Designed Glazing**

| Unit code | Unit title | Prerequisite |
|---|---|---|
| MSFDG2001 | Assemble leadlight and stained glass components # | |
| MSFDG3001 | Protect leadlight and stained glass | |
| MSFDG3002 | Prepare and install architectural engineered leadlight and stained glass | |
| MSFDG3003 | Paint and fire glass | |
| MSFDG3004 | Assemble copper foil glass components | |
| MSFDG3005 | Fuse glass | |
| MSFDG3006 | Process coloured and textured glass by hand | |
| MSFGG3022 | Construct and repair leadlight panels | |
| MSFGG3024 | Form glass | |

**Group F**

| Unit code | Unit title | Prerequisite |
|---|---|---|


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| | | |
|---|---|---|
| BSBWHS411 | Implement and monitor WHS policies, procedures and programs to meet legislative requirements | |
| CPCCCM2006 | Apply basic levelling procedures | |
| CPCCCM2010 | Work safely on scaffolding higher than two metres | |
| CPCCCM2012 | Work safely at heights | CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry |
| CPCWHS1001 | Prepare to work safely in the construction industry | |
| CUAACD311 | Produce drawings to communicate ideas | |
| CUACAL311 | Produce calligraphy | |
| MSAPMSUP201 | Receive or despatch goods | |
| MSFBA2009 | Construct metal louvre and canopy-hooded style awnings | |
| MSFFM3009 | Produce manual and computer-aided production drawings | |
| MSFGG4011 | Manage glass industry production scheduling | |
| MSFGN3002 | Estimate and cost job | |
| TAEDEL301 | Provide work skill instruction | |
| TAEDEL404 | Mentor in the workplace | |
| TLID0021 | Store and handle dangerous goods and hazardous substances | |
| TLILIC0003 | Licence to operate a forklift truck | |

# Qualification Mapping Information

Release 1. Supersedes and is equivalent to MSF30418 Certificate III in Glass and Glazing.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSF30518 Certificate III in Picture Framing

## Modification History

Release 2. One elective unit updated. Supersedes and equivalent to MSF30518 Certificate III in Picture Framing (Release 1).

Release 1. Supersedes and is equivalent to MSF30513 Certificate III in Picture Framing.

## Qualification Description

This qualification reflects the role of a picture framer. Picture framers usually work in small retail outlets, which provide framing services to the general public. However, they may also undertake framing for businesses and specialise in particular types of framing.

Picture framers assess framing design requirements and use a range of technical skills to create artwork packages of varying complexity. In the first instance, they assess framing requirements from both a technical and design perspectives. Picture framers then use discretion and judgment and specialised knowledge and skills to select and use equipment and materials to achieve the desired framing effects.

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

## Entry Requirements

N/A

## Packaging Rules

Total number of units = 21

- **14** core units
- **7** elective units, consisting of:
  - **5 additional units from the list below**
  - **up to 2 additional units from** any endorsed Training Package or accredited course - these units must be relevant to the work outcome

**CORE UNITS**

| | |
|---|---|
| MSFGN2001 | Make measurements and calculations |
| MSFPF2009 | Cut mouldings to length |


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| | |
|---|---|
| MSFPF2010 | Join mouldings |
| MSFPF2011 | Mount artwork |
| MSFPF2012 | Cut mat boards |
| MSFPF2013 | Cut and handle glazing materials for framing |
| MSFPF2014 | Assemble basic artwork packages |
| MSFPF3010 | De-frame artwork |
| MSFPF3016 | Assemble complex artwork packages |
| MSFPF3014 | Assess and prepare framing design requirements |
| MSMENV272 | Participate in environmentally sustainable work practices |
| MSMSUP102 | Communicate in the workplace |
| MSMSUP106 | Work in a team |
| MSMWHS200 | Work safely |

**ELECTIVE UNITS**

| | |
|---|---|
| BSBOPS305 | Process customer complaints |
| BSBOPS304 | Deliver and monitor a service to customers |
| BSBTEC301 | Design and produce business documents |
| BSBESB303 | Organise finances for new business ventures |
| BSBESB305 | Address compliance requirements for new business ventures |
| BSBPEF301 | Organise personal work priorities |
| ICPPRN3840 | Set up and produce basic digital print |
| MSAPMSUP201A | Receive or despatch goods |
| MSFGN3002 | Estimate and cost job |
| MSFPF2015 | Repair framing material finishes |
| MSFPF3011 | Decorate mat boards |
| MSFPF3013 | Prepare textiles for framing |


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| | |
|---|---|
| MSFPF3015 | Apply frame finishes |
| MSFPF3017 | Install artwork |

# Qualification Mapping Information

Supersedes and is equivalent to MSF30513 Certificate III in Picture Framing.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSF30613 Certificate III in Soft Furnishing

## Modification History

Release 5. Imported units updated

Release 4. Minor upgrades. Supersedes and is equivalent to MSF30613 Certificate III in Soft Furnishing (Release 3).

Release 3. Imported units updated. Supersedes and is equivalent to MSF30613 Certificate III in Soft Furnishing (Release 2).

Release 2. Imported units updated. Supersedes and is equivalent to MSF30613 Certificate III in Soft Furnishing (Release 1).

Release 1. New qualification. Supersedes and is equivalent to LMF30902 Certificate III in Soft Furnishing.

## Qualification Description

This qualification describes the skills and knowledge required to perform soft furnishing sewing, selection, manufacture and installation of curtains and drapes and/or blinds with required fittings and may include production administration, quality assurance, sales and manufacture of bedspreads, linen and soft furnishing accessories.

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

## Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

To be awarded the MSF30613 Certificate III in Soft Furnishing, competency must be achieved in **twenty (20)** units of competency, including:

- **six (6)** core units of competency
- **fourteen (14)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

**CORE UNITS**



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Complete all **six (6)** units from this list.

| Unit code | Unit title |
|---|---|
| MSMENV272 | Participate in environmentally sustainable work practices |
| MSMWHS200 | Work safely |
| MSMSUP102 | Communicate in the workplace |
| MSMSUP106 | Work in a team |
| MSFSF2014 | Use soft furnishing sector hand and power tools |
| MSFSF3008 | Measure up and calculate fabric quantities for window coverings |

**ELECTIVE UNITS**

Select **fourteen (14)** units from Groups A, B and C as specified below.

Select a minimum of **ten (10)** units from Groups A and B.

**Group A - Manufacture**

| Unit code | Unit title |
|---|---|
| MSFSF2015 | Cut single layer fabrics |
| MSFSF2002 | Machine sew materials |
| MSFSF2003 | Machine sew specialised sewn products |
| MSFSF2004 | Hand sew soft furnishings |
| MSFSF2005 | Operate a steam press |
| MSFSF2007 | Construct unlined curtains and drapes |
| MSFSF2008 | Construct lined curtains and drapes |
| MSFSF2009 | Construct padded pelmets |
| MSFSF3001 | Operate drop cutting machines |


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| | |
|---|---|
| MSFSF3002 | Use automated curtain pleating equipment |
| MSFSF3003 | Follow patterns to produce window toppings |
| MSFSF3014 | Construct Roman-style blinds |
| MSFSF3005 | Construct Austrian festoon-style blinds |
| MSFSF3006 | Chemically join textiles |
| MSFSF3007 | Lay out patterns and cut fabrics |
| MSFSF3009 | Manufacture bedspreads, bed linen and table cloths |
| MSFSF3012 | Follow patterns to produce soft furnishing accessories |

### Group B - Installation

| **Unit code** | **Unit title** |
|---|---|
| MSFSF2010 | Make up tracks for window coverings |
| MSFSF2011 | Fit and adjust curtain hardware |
| MSFSF2012 | Fit and adjust interior blinds |
| MSFSF2013 | Dress windows |
| MSFSF3011 | Install motorised curtains and blinds |

### Group C

Up to **four (4)** relevant units may be chosen from:

- units not already selected from Groups A and B
- Group C units, below
- other units available in this Training Package or other endorsed Training Packages and accredited courses. Those units must be aligned at Certificate II level (maximum 1 unit), Certificate III level (maximum 4 units) or Certificate IV level (maximum 1 unit).

Units selected from other Training Packages and accredited courses via Group C must be relevant to the qualification outcome and not duplicate units available within this qualification.


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| Unit code | Unit title |
|---|---|
| BSBOPS304 | Deliver and monitor a service to customers |
| BSBTEC301 | Design and produce business documents |
| BSBMKG434 | Promote products and services |
| MSMOPS212 | Use enterprise computer or data systems |
| MSAPMSUP201A | Receive or despatch goods |
| MSFFDM4009 | Match furnishing style materials to customer requirements |
| MSFFDM4017 | Purchase materials and consumables |
| MSFGN3002 | Estimate and cost job |
| MSFSF3010 | Advise customers on interior decoration |
| MSFSF3013 | Provide technical advice to customers |
| MSS402020 | Apply quick changeover procedures |
| MSS402021 | Apply Just in Time procedures |
| MSS402040 | Apply 5S procedures |
| MSS402050 | Monitor process capability |
| MSS402051 | Apply quality standards |
| TAEDEL301 | Provide work skill instruction |
| TLIA0031 | Organise transport of freight or goods |

# Qualification Mapping Information

Release 5. Imported units updated

Release 4. Minor upgrades. Supersedes and is equivalent to MSF30613 Certificate III in Soft Furnishing (Release 3).

Release 3. Imported units updated. Supersedes and is equivalent to MSF30613 Certificate III in Soft Furnishing (Release 2).

Release 2. Imported units updated. Supersedes and is equivalent to MSF30613 Certificate III in Soft Furnishing (Release 1).


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Release 1. New qualification. Supersedes and is equivalent to LMF30902 Certificate III in Soft Furnishing.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSF30713 Certificate III in Upholstery

## Modification History

Release 3. Metadata updated.

Release 2. Imported units updated. Equivalent.

Release 1. New qualification

## Qualification Description

This qualification describes the skills and knowledge required to perform upholstery, including dismantling and reassembling furniture; selecting, cutting, sewing and fitting fabric and leather upholstery materials; and producing loose covers. There is a specialist stream in production upholstery.

Specialisation is possible in this qualification depending on the electives chosen. A specialisation can be identified on the testamur where a minimum of two (2) Group A elective units of competency are achieved in production upholstery.

Where the production upholstery specialisation is achieved, RTOs should identify this as follows:

**MSF30713 Certificate III in Upholstery**

**(specialising in Production Upholstery)**

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

## Entry Requirements

Not applicable

## Packaging Rules

To be awarded the MSF30713 Certificate III in Upholstery, competency must be achieved in **twenty-five (25)** units of competency.

- **fourteen (14)** core units of competency
- **eleven (11)** elective units of competency.



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Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

## CORE UNITS

Complete all **fourteen (14)** units from this list.

| Unit code | Unit title |
|---|---|
| MSMENV272 | Participate in environmentally sustainable work practices |
| MSMWHS200 | Work safely |
| MSMSUP102 | Communicate in the workplace |
| MSMSUP106 | Work in a team |
| MSFGN2001 | Make measurements and calculations |
| MSFGN3001 | Read and interpret work documents |
| MSFGN3002 | Estimate and cost job |
| MSFUP2001 | Use upholstery sector hand and power tools |
| MSFUP2002 | Fit upholstery components |
| MSFUP2004 | Machine sew basic upholstery final cover materials |
| MSFUP2005 | Develop cutting plan and cut single layer upholstery fabric |
| MSFUP2006 | Dismantle and reassemble furniture for upholstering |
| MSFUP3002 | Fit and apply final cover materials to furniture using basic techniques |
| TLID2003 | Handle dangerous goods/hazardous substances |

## ELECTIVE UNITS

Select **eleven (11)** units from Groups A, B and C as specified below.

### Group A

Select a minimum of **two (2)** units from Group A.

| Unit code | Unit title |
|---|---|


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| Unit code | Unit title |
|---|---|
| **Production Upholstery Stream** | |
| MSFUP2003 | Apply contemporary foundations to upholstered furniture |
| MSFUP3008 | Apply finishing techniques to upholstered furniture |

**Upholstery Stream**

| | |
|---|---|
| MSFUP3010 | Cut, sew and fit skirts to upholstered furniture |
| MSFUP3011 | Cut, sew and fit or fill cushions |

**Group B**

Select up to **nine (9)** units from Groups B and C.

| Unit code | Unit title |
|---|---|
| MSFSF3010 | Advise customers on interior decoration |
| MSFUP3001 | Apply traditional foundations to upholstered furniture |
| MSFUP3003 | Fit and apply final cover materials to furniture using decorative techniques |
| MSFUP3004 | Lay out patterns and cut leather |
| MSFUP3005 | Machine sew complex upholstery final cover materials |
| MSFUP3006 | Fit and apply leather to furniture |
| MSFUP3007 | Manufacture and fit loose covers |
| MSFUP3009 | Develop cutting plan and cut multiple layer upholstery fabric |
| MSFUP3012 | Apply marine sewing and installation techniques |
| MSFUP3013 | Cut and sew canvas and acrylics |
| MSFUP3014 | Set up, operate and maintain computer numerically controlled (CNC) cutting machines |

**Group C**


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Up to **six (6)** relevant units may be chosen from units not already selected from Groups A or B, or from units available in this Training Package or other endorsed Training Packages and accredited courses. Those units must be aligned at Certificate II level (maximum 1 unit), Certificate III level (maximum 6 units) or Certificate IV level (maximum 1 unit).

Units selected from other Training Packages and accredited courses via Group C must be relevant to the qualification outcome and not duplicate units available within this qualification.

# Qualification Mapping Information

Supersedes and is based on LMF31002 Certificate III in Upholstery and LMF31102 Certificate III in Production Upholstery. Outcomes are equivalent. Additional elective units available.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSF30818 Certificate III in Flooring Technology

## Modification History

Release 3. Four low use units removed from elective bank as determined at December 2020 AISC meeting in response to Skills Ministers' objectives. Supersedes and is equivalent to MSF30818 Certificate III in Flooring Technology (Release 2).

Release 2. Minor upgrades. Supersedes and is equivalent to MSF30818 Certificate III in Flooring Technology (Release 1).

Release 1. Supersedes but is not equivalent to MSF30813 Certificate III in Flooring Technology.

## Qualification Description

This qualification reflects the role of flooring technicians who install floors or flooring materials in residential or commercial premises. Floors and flooring materials may be carpet, timber, vinyl, resilient, resin or concrete. Flooring technicians use a range of technical knowledge to perform skilled work involving known routines, methods and procedures. They use discretion and judgement to adapt and transfer their skills and knowledge to different job needs and take responsibility for their own work.

In some states and territories, this qualification is linked to licensing requirements for the installation of timber floors. In addition, licensing or regulatory requirements may apply to the use of some units in this qualification in some jurisdictions. Local regulations should be checked for details.

## Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

**Total number of units = 24**

- **12** core units
- **12** elective units, consisting of:
  - **at least 8 units in any combination from A, B, C or D**
  - up to 4 units from Groups A, **B, C, D, E or,** any endorsed Training Package or accredited course – these units must be relevant to the work outcome, and if imported from other Training Packages, must be units first packaged in a Certificate III level qualification or higher.

Units selected from other Training Packages and accredited courses must not duplicate units available within this qualification.


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Any combination of electives that meets the rules above can be selected for the award of the Certificate III in Flooring Technology. Where appropriate, electives may be packaged to provide a qualification with a specialisation.

### Packaging for each specialisation

**At least 7** Group A electives must be selected for the award of MSF30818 Certificate III in Flooring Technology (Carpet).

**All 8** Group B electives must be selected for the award of MSF30818 Certificate III in Flooring Technology (Resilient).

**All 7** Group C electives must be selected for the award of MSF30818 Certificate III in Flooring Technology (Resin).

**At least 8** Group D electives must be selected for the award of MSF30818 Certificate III in Flooring Technology (Timber).

## CORE UNITS

| Unit Code | Unit Title |
|---|---|
| CPCCWHS1001 | Prepare to work safely in the construction industry |
| MSFFL2030 | Receive and prepare flooring materials |
| MSFFL2032 | Select, prepare and apply moisture barriers to concrete subfloors |
| MSFFL2034 | Prepare subfloors with cementitious coating applications |
| MSFFL3052 | Plan and cost flooring technology work |
| MSFFL3053 | Establish and maintain a safe flooring technology work environment |
| MSFFL3054 | Assess flooring installation sites |
| MSFGN2001 | Make measurements and calculations |
| MSFGN3001 | Read and interpret work documents |
| MSMSUP102 | Communicate in the workplace |
| MSMSUP106 | Work in a team |
| TLID2003 | Handle dangerous goods/hazardous substances |

## ELECTIVE UNITS


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### Group A: Carpet

| Unit Code | Unit Title |
|---|---|
| MSFFL2036 | Install soft carpet underlays and gripper accessories |
| MSFFL2037 | Install unpatterned tufted carpet |
| MSFFL3059 | Install carpet tiles |
| MSFFL3060 | Install adhesive fixed carpet |
| MSFFL3061 | Install commercial carpet |
| MSFFL3062 | Install patterned and custom designed carpet |
| MSFFL3063 | Install synthetic floor coverings to sports facilities and outdoor spaces |
| MSFFL3064 | Install carpet to custom design stairs |

### Group B: Resilient

| Unit Code | Unit Title |
|---|---|
| MSFFL2038 | Install lay flat vinyl floor coverings |
| MSFFL3065 | Install resilient tiles |
| MSFFL3066 | Install linoleum floor coverings |
| MSFFL3067 | Complete large scale and complex vinyl flooring installations |
| MSFFL3068 | Install resilient floor coverings using custom designs and decorative finishes |
| MSFFL3069 | Install rubber floor coverings |
| MSFFL3070 | Install resilient sheet to walls |
| MSFFL3071 | Install anti-static and conductive resilient floor coverings |

### Group C: Resin

| Unit Code | Unit Title |
|---|---|


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| | |
|---|---|
| MSFFL2035 | Mechanically prepare surfaces for installation of flooring materials |
| MSFFL3072 | Mix and apply thin-film rollcoat resin flooring systems |
| MSFFL3073 | Mix and apply thin-film broadcast resin flooring systems |
| MSFFL3074 | Mix and apply self-levelling resin flooring systems |
| MSFFL3075 | Mix and apply trowel-applied resin flooring systems |
| MSFFL3076 | Mix and apply high-build decorative resin flooring systems |
| MSFFL3077 | Prepare subfloors for resin flooring systems |

**Group D: Timber**

| **Unit Code** | **Unit Title** |
|---|---|
| MSFFF3001 | Match and make up colours |
| MSFFL2039 | Install laminate flooring |
| MSFFL2040 | Install engineered timber flooring |
| MSFFL2042 | Nail strip timber flooring |
| MSFFL2043 | Install expansion joints |
| MSFFL2044 | Install mouldings and edge trims to timber floors |
| MSFFL2045 | Coarse sand timber flooring |
| MSFFL3078 | Install direct stick timber flooring |
| MSFFL3079 | Adapt and apply custom designs to timber flooring |
| MSFFL3080 | Install timber flooring materials to stairs |
| MSFFL3081 | Install block parquetry flooring |
| MSFFL3082 | Install cork tiles |
| MSFFL3083 | Install patterned and mosaic parquetry flooring |
| MSFFL3085 | Install battens or plywood in preparation for strip timber |
| MSFFL3087 | Plan and implement maintenance of timber, laminate and engineered |


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| | |
|---|---|
| | flooring |
| MSFFL3089 | Apply solvent-based coatings to timber floors |
| MSFFL3090 | Apply water-based coatings to timber floors |
| MSFFL3091 | Apply oil-based coatings to timber floors |
| MSFFL3092 | Apply composite-based coatings to timber flooring |
| MSFFL3094 | Apply stains and fillers to timber flooring |
| MSFFL3095 | Fine sand timber flooring |
| MSFFL3096 | Edge sand timber flooring |
| MSFFL3098 | Sand and fill parquetry flooring |
| MSFFL3099 | Apply finishes to cork flooring |
| MSFFL3101 | Install bamboo flooring |

**Group E**

| **Unit Code** | **Unit Title** |
|---|---|
| BSBOPS304 | Deliver and monitor a service to customers |
| BSBESB402 | Establish legal and risk management requirements of new business ventures |
| BSBESB401 | Research and develop business plans |
| CPCCWHS2001 | Apply WHS requirements, policies and procedures in the construction industry |
| CPCCWP3002 | Apply waterproofing process to internal wet areas |
| MEM30031A | Operate computer-aided design (CAD) system to produce basic design elements |
| MSFFL2031 | Remove existing floor coverings |
| MSFFL2033 | Install hard underlays |
| MSFFL2041 | Install impact and sound absorption underlay |
| MSFFL3055 | Respond to complaints about flooring installations |


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| | |
|---|---|
| MSFFL3056 | Polish concrete floors |
| MSFFL3057 | Select and fit diamond polishing tools for concrete surface preparation and polishing |
| MSFFL3058 | Provide advice to customers on flooring products |
| MSFFL3100 | Apply densifiers and sealers to concrete surfaces |
| MSFFDM4009 | Match furnishing styles and materials to customer requirements |
| MSS402051 | Apply quality standards |
| TAEDEL301 | Provide work skill instruction |
| TAEDEL404 | Mentor in the workplace |

# Qualification Mapping Information

Release 3. Four low use units removed from elective bank as determined at December 2020 AISC meeting in response to Skills Ministers' objectives. Supersedes and is equivalent to MSF30818 Certificate III in Flooring Technology (Release 2).

Release 2. Minor upgrades. Supersedes and is equivalent to MSF30818 Certificate III in Flooring Technology (Release 1).

Release 1. Supersedes but is not equivalent to MSF30813 Certificate III in Flooring Technology.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSF30919 Certificate III in Blinds, Awnings, Security Screens and Grilles

## Modification History

Release 2. One low use unit removed from elective bank as determined at December 2020 AISC meeting in response to Skills Ministers' objectives. Supersedes and is equivalent to to MSF30919 Certificat III in Blinds, Awnings, Security Screens and Grilles.

Release 1. Supersedes but is not equivalent to MSF30913 Certificate III in Blinds, Awnings, Security Screens and Grilles.

## Qualification Description

This qualification describes the skills and knowledge required to estimate, fabricate, assemble and install blinds, awnings, shade sails, shutters, and screens and grilles using a range of materials, fixtures and fittings.

Work is usually performed in a defined range of skilled operations, where a range of methods, tools, materials and information are used to complete routine activities. Discretion and judgement are required in selecting equipment, services and contingency measures and resolving mostly predictable problems within known time constraints.

Licensing applies in some jurisdictions for the installation of blinds, awnings, shade sails, shutters, security screens and grilles. Local regulations should be checked for details.

## Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

Total number of units = **18**

- **5 core** units
- **13 elective** units, consisting of:
- at least 8 units from Group A, Group B and Group C
- up to 5 units from Group D and remaining Group A*, Group B and Group C units
- up to three units from any endorsed Training Package or accredited course provided these units are relevant to the work outcome and were first packaged in a Certificate II level qualification or higher.

Units selected from other Training Packages and accredited courses must be relevant to the qualification outcome and not duplicate units available in this qualification.


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If units of competency selected have prerequisite units, these prerequisite units must also be selected as part of completion of this qualification.

### Packaging for specialisations

Electives may be packaged to provide a qualification with a specialisation.

At least 5 Group A electives must be selected for award of MSF30919 Certificate III in Blinds, Awnings, Security Screens and Grilles (Fabrication and Assembly)

At least 5 Group B electives must be selected for award of MSF30919 Certificate III in Blinds, Awnings, Security Screens and Grilles (Installation)

At least 5 Group C electives must be selected for award of MSF30919 Certificate III in Blinds, Awnings, Security Screens and Grilles (Estimating Detailing)

### CORE UNITS

| Unit code | Unit title |
|---|---|
| BSBFLM303 | Contribute to effective workplace relationships |
| BSBPRO401 | Develop product knowledge |
| MSFGN2001 | Make measurements and calculations |
| MSFGN3001 | Read and interpret work documents |
| MSMWHS200 | Work safely |

### ELECTIVE UNITS

### Group A: Fabrication and Assembly

| Unit code | Unit title | Prerequisite unit |
|---|---|---|
| MEM18001C | Use hand tools | |
| MEM18002B | Use power tools/hand held operations | |
| MEM20003A | Install and upgrade locks and hardware | MEM18001C Use hand tools<br>MEM18002B Use power tools/hand held operations |
| MEM20005A | Install and maintain door control devices/systems | MEM18001C Use hand tools |


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| Unit code | Unit title | Prerequisite unit |
|---|---|---|
| | | MEM18002B Use power tools/hand held operations |
| MSFBA2011 | Select and apply hardware and fixings for blinds, awnings, screens and grilles | |
| MSFBA3011 | Assemble awnings | |
| MSFBA3012 | Assemble interior blinds | |
| MSFBA3014 | Assemble pelmets | |
| MSFBA3019 | Assemble roller shutters | |
| MSFBA3021 | Assemble louvre shutters | |
| MSFDN4003 | Produce patterns and templates | |
| MSFFM2010 | Set up and operate basic static machines | |
| MSFFM3010 | Prepare cutting list from plans and job specifications | |
| MSFFM3021 | Set up, operate and maintain computer numerically controlled (CNC) sizing machines | |
| MSFFM3022 | Set up, operate and maintain computer numerically controlled (CNC) machining and processing centres | |
| MSFGG2016 | Assemble glazing products | |
| MSFGG3028 | Select, cut and process materials for glazing products | |
| MSFSF3014 | Construct Roman-style blinds | |
| MSFSS3005 | Assemble non-security and security screens and grilles | |
| MSS402081 | Contribute to the application of a proactive maintenance strategy | |
| MSS403087 | Mistake proof an operational process | |
| MSTGN3016 | Plan tasks to assist production operations | |


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### Group B: Installation

| Unit code | Unit title | Prerequisite unit |
|---|---|---|
| AHCLSC308 | Install metal structures and features | |
| CPCCWHS2001 | Apply WHS requirements, policies and procedures in the construction industry | |
| CPCCSH2003A | Apply and install sealant and sealant devices | CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry |
| CPCCWHS1001 | Prepare to work safely in the construction industry | |
| CPPSEC2022 | Install electronic locks and locking systems | |
| MSFBA3015 | Install louvre shutters | |
| MSFBA3016 | Install awnings | |
| MSFBA3017 | Install interior blinds | |
| MSFBA3020 | Install roller shutters | |
| MSFFDT3001 | Install low-voltage technology, automation, and intelligent management systems in furnishing | |
| MSFGG3034 | Install residential windows and doors | |
| MSFSS3004 | Install non-security and security screens and grilles | |
| MSTGN2005 | Perform minor maintenance | |
| MSTTF3001 | Identify client and site requirements for installation of fabricated textile products | |

### Group C: Estimating Detailing

| Unit code | Unit title | Prerequisite unit |
|---|---|---|


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| Unit code | Unit title | Prerequisite unit |
|---|---|---|
| BSBADM311 | Maintain business resources | |
| BSBCUS301 | Deliver and monitor a service to customers | |
| BSBITU306 | Design and produce business documents | |
| BSBPRO301 | Recommend products and services | |
| MSFBA3018 | Assess suitability of blinds and awnings | |
| MSFGN3002 | Estimate and cost job | |
| MSFGN3003 | Advise customers on products and services | |
| MSFGN3004 | Resolve quality and compliance issues | |
| MSTTF3002 | Gain customer acceptance of service proposal | |

**Group D: General**

| Unit code | Unit title | Prerequisite unit |
|---|---|---|
| BSBFLM309 | Support continuous improvement systems and processes | |
| BSBINN201 | Contribute to workplace innovation | |
| CPCCCA3010 | Install windows and doors | CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry |
| CPCCCM2002 | Carry out excavation | CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry |
| CPCCCO2013 | Carry out concreting to simple forms | CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry |
| CPCCCM3001 | Operate elevated work platforms up to 11 metres | |


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| Unit code | Unit title | Prerequisite unit |
|---|---|---|
| MSFGN2002 | Move and store materials and products | |
| MSFGN4001 | Research and meet ethical and compliance requirements | |
| MSFSF2015 | Cut single layer fabrics | |
| MSTTF2002 | Cut, bend and shape metal | |
| MSTTF2005 | Translate information into measurements or diagrams | |
| MSTTF2014 | Weld plastic materials | |
| MSTTF2015 | Install products on and off site | |
| MSTTF3004 | Perform advanced welding of plastic materials | MSTTF2014 Weld plastic materials |
| MSTTX2014 | Perform industrial sewing on textile products | |
| TLIA0020 | Package goods | |
| TLIA0023 | Receive goods | |
| TLIA0019 | Despatch stock | |
| TLIA3016 | Use inventory systems to organise stock control | |
| TLID0021 | Store and handle dangerous goods and hazardous substances | |

# Qualification Mapping Information

Release 2. One low use unit removed from elective bank as determined at December 2020 AISC meeting in response to Skills Ministers' objectives. Supersedes and is equivalent to to MSF30919 Certificat III in Blinds, Awnings, Security Screens and Grilles.

Release 1. Supersedes but is not equivalent to MSF30913 Certificate III in Blinds, Awnings, Security Screens and Grilles.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSF31018 Certificate III in Interior Decoration Retail Services

## Modification History

Release 3. Imported units updates. Supersedes and is equivalent to MSF31018 Certificate III in Interior Decoration Retail Services (Release 2).

Release 2. Minor updates. Supersedes and is equivalent to MSF31018 Certificate III in Interior Decoration Retail Services (Release 1).

Release 1. Supersedes and is equivalent to MSF31013 Certificate III in Interior Decoration Retail Services.

## Qualification Description

This qualification reflects the role of individuals who provide practical assistance and advice to customers on furnishing products in a retail, showroom or domestic environment.

They use discretion and judgment in their work roles and adapt and transfer skills and knowledge to different customer situations and needs. Furnishing products may include soft furnishings, furniture, flooring, window coverings or kitchen and bathroom items

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

## Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

**Total number of units = 13**

- **5** core units
- **8** elective units, consisting of:
  - **at least 1 unit from Group A**
  - **at least 5 units from Group B**
  - **up to 2 units from Group A, Group B,** any endorsed Training Package or accredited course – these units must be relevant to the work outcome.

Units selected from other Training Packages and accredited courses must not duplicate units available within this qualification.

**CORE UNITS**



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| Unit code | Unit title |
|---|---|
| MSMENV272 | Participate in environmentally sustainable work practices |
| MSMSUP102 | Communicate in the workplace |
| MSMSUP106 | Work in a team |
| MSMWHS200 | Work safely |
| SIRXCEG001 | Engage the customer |

## ELECTIVE UNITS

### Group A

| Unit code | Unit title |
|---|---|
| MSFGN3003 | Advise customers on products and services |
| MSFFL3058 | Provide advice to customers on floor coverings |
| MSFFL3052 | Plan and cost flooring technology work |
| MSFFP2009 | Identify materials suitable for kitchen or bathroom construction |
| MSFFDM4009 | Match furnishing styles and materials to customer requirements |
| MSFGN2001 | Make measurements and calculations |
| MSFKB3009 | Provide advice on modular kitchens |
| MSFKB3011 | Plan kitchen and bathroom projects |
| MSFSF3008 | Measure up and calculate fabric quantities for window coverings |
| MSFSF3010 | Advise customers on interior decoration |
| MSFSF3013 | Provide technical advice to customers |

### Group B


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| Unit code | Unit title |
|---|---|
| BSBCUE304 | Provide sales solutions to customers |
| BSBOPS304 | Deliver and monitor a service to customers |
| CUADES202 | Evaluate the nature of design in a specific industry context |
| CUADES301 | Explore the use of colour |
| CUADES305 | Source and apply information on the history and theory of design |
| BSBFIN302 | Maintain financial records |
| CUAACD311 | Produce drawings to communicate ideas |
| CUAACD312 | Produce computer-aided drawings |
| CUADIG304 | Create visual design components |
| MSFGN3001 | Read and interpret work documents |
| MSFGN3002 | Estimate and cost job |
| MSS402051 | Apply quality standards |
| SIRRINV002 | Control stock |
| SIRXSLS001 | Sell to the retail customer |
| SITXMPR003 | Plan and implement sales activities |

# Qualification Mapping Information

Release 3. Imported units updates. Supersedes and is equivalent to MSF31018 Certificate III in Interior Decoration Retail Services (Release 2).

Release 2. Minor updates. Supersedes and is equivalent to MSF31018 Certificate III in Interior Decoration Retail Services (Release 1).

Release 1. Supersedes and is equivalent to MSF31013 Certificate III in Interior Decoration Retail Services.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSF31113 Certificate III in Cabinet Making

## Modification History

Release 7. Elective and imported units updated. Equivalent.

Release 6. Elective units updated. Equivalent.

Release 5. Group A and Group E selection corrected. Imported units updated. Equivalent.

Release 4 - Imported units updated. Equivalent.

Release 3. Packaging for pathways clarified and choice for Group A corrected. No changes to packaging rules.

Release 2. One unit title corrected for MSFFM3010. No change in outcomes.

Release 1. New qualification

## Qualification Description

This qualification covers the skills and knowledge required to perform a range of skills at trade-level for those working in furniture making and those involved in the manufacture and installation of fitted furniture typically in a kitchen, bathroom and related context. Installation skills may be applied to new or renovation work. The work is in a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints.

This qualification offers a generic Certificate III in Cabinet Making, as well as two pathways targeting the skill requirements of free-standing furniture makers and kitchen and bathroom cabinet makers and installers.

The following additional qualification descriptors are approved for this qualification:

**Pathway 1:** *MSF31113 Certificate III in Cabinet Making (Furniture)*

**Pathway 2:** *MSF31113 Certificate III in Cabinet Making (Kitchens and Bathrooms)*

The MSS30312 Certificate III in Competitive Systems and Practices is available for employees at this level who already possess technical skills and who require additional manufacturing practice skills above those available in this qualification.



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Depending on the state and territory where work is undertaken licensing may relate to this qualification where the candidate is required to work on-site assisting in kitchen and bathroom installation. The licensing requirement will usually involve construction induction training. Where licensing is required the unit CPCCOHS1001A Work safely in the construction industry should be selected. If no licensing requirement exists e.g. where all work will be off-site then the unit MSAPMOHS200A Work safely should be selected.

# Entry Requirements

There are no entry requirements for this qualification.

# Packaging Rules

To be awarded the MSF31113 Certificate III in Cabinet Making, competency must be achieved in **twenty-eight (28)** units of competency.

- **six (6)** core units of competency
- **twenty-two (22)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

### CORE UNITS

Complete all **six (6)** units from this list.

| Unit code | Unit title |
|---|---|
| MSMENV272 | Participate in environmentally sustainable work practices |
| MSMSUP102 | Communicate in the workplace |
| MSMSUP106 | Work in a team |
| MSFFM2001 | Use furniture making hand and power tools |
| MSFGN2001 | Make measurements and calculations |
| MSFGN3001 | Read and interpret work documents |

### ELECTIVE UNITS


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Select **twenty-two (22)** units from Groups A to F as specified below.

### Generic qualification

- **one (1)** unit from Group A
- a minimum of **eight (8)** units in any combination from Groups B, C or D
- a minimum of **eight (8)** units from Group E

### Pathway 1 – Furniture

- **one (1)** unit from Group A
- a minimum of **eight (8)** units from groups B or D
- a minimum of **eight (8)** units from Group E

### Pathway 2 – Kitchens and Bathrooms

- **one (1)** unit from Group A
- a minimum of **eight (8)** units from Groups C or D
- and a minimum of **eight (8)** units from Group E

The balance of units (up to 5) can be chosen from Group F, or from Groups B, C or D.

### Group A

| Unit code | Unit title |
|---|---|
| CPCWHS1001 | Prepare to work safely in the construction industry |
| | OR |
| MSMWHS200 | Work safely |

### Group B

| Unit code | Unit title |
|---|---|
| MSFFF2004 | Prepare surfaces for finishing |
| MSFFM2002 | Assemble furnishing components |


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| Unit code | Unit title |
|---|---|
| MSFFM2005 | Join solid timber |
| MSFFM2006 | Hand make timber joints |
| MSFFM3002 | Construct furniture using leg and rail method |
| MSFFM3005 | Fabricate custom furniture |
| MSFFM3006 | Install furnishing products |

**Group C**

| Unit code | Unit title |
|---|---|
| MSFKB2001 | Prepare for cabinet installation |
| MSFKB3002 | Determine requirements for installation of cabinets |
| MSFKB3003 | Check and measure fit of cabinets |
| MSFKB3004 | Conduct on-site adjustments to cabinets and components |
| MSFKB3005 | Fabricate cabinets for the built-in environment |
| MSFKB3006 | Install fitted cabinets and components |
| MSFKB3011 | Plan kitchen and bathroom projects |

**Group D**

| Unit code | Unit title |
|---|---|
| BSBOPS304 | Deliver and monitor a service to customers |
| MSFFM2003 | Select and apply hardware |
| MSFFM2010 | Set up, operate and maintain basic static machines |
| MSFFM2011 | Apply manufactured board conversion techniques |
| MSFFM3010 | Prepare cutting list from plans and job specifications |


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| Unit code | Unit title |
|---|---|
| MSFFM3021 | Set up, operate and maintain computer numerically controlled (CNC) sizing machines |
| MSFFM3022 | Set up, operate and maintain computer numerically controlled (CNC) machining and processing centres |
| MSFGN3002 | Estimate and cost job |
| MSS402082 | Apply cost factors to work practices |

**Group E**

| Unit code | Unit title |
|---|---|
| CUAACD312 | Produce computer-aided drawings |
| MSMOPS363 | Organise on-site work |
| MSMPER200 | Work in accordance with an issued permit |
| MSMSUP390 | Use structured problem-solving tools |
| MSFFF2006 | Apply surface coatings by spray gun |
| MSFFM2012 | Set up, operate and maintain pressure and clamping machines |
| MSFFM3001 | Construct chair and couch frames |
| MSFFM3003 | Produce angled and curved furniture using manufactured board |
| MSFFM3004 | Produce angled and curved furniture using solid timber |
| MSFFM3007 | Prepare and apply decorative surfaces for furniture |
| MSFFM3008 | Select timbers for furniture production |
| MSFFM3009 | Produce manual and computer-aided production drawings |
| MSFFM3011 | Measure and draw site layout for manufactured furniture products |
| MSFFM3012 | Set up, operate and maintain sawing machines |
| MSFFM3013 | Set up, operate and maintain drilling machines |
| MSFFM3014 | Set up, operate and maintain joining machines |


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| Unit code | Unit title |
|---|---|
| MSFFM3015 | Set up, operate and maintain planing and finishing machines |
| MSFFM3016 | Set up, operate and maintain multi-head planing and moulding machines |
| MSFFM3017 | Set up, operate and maintain routing and shaping machines |
| MSFFM3018 | Set up, operate and maintain mechanical wood-turning lathes |
| MSFFM3019 | Set up, operate and maintain automated edge banding machines |
| MSFFM3020 | Fabricate synthetic solid surface products |
| MSFFM3023 | Produce and maintain cutting tools |
| MSFFM3024 | Construct jigs and fixtures |
| MSFFT4001 | Coordinate on-site installation of furnishing products |
| MSFFDM4018 | Research and organise product inspection and testing |
| MSFFDM4002 | Collect and interpret information to support production processes |
| MSFFDM4009 | Match furnishing style and materials to customer requirements |
| MSS402001 | Apply competitive manufacturing practices |
| MSS402002 | Sustain process improvements |
| MSS402010 | Manage the impact of change on own work |
| MSS402020 | Apply quick changeover procedures |
| MSS402021 | Apply Just in Time procedures |
| MSS402040 | Apply 5S procedures |
| MSS402050 | Monitor process capability |
| MSS402051 | Apply quality standards |
| MSS402083 | Use planning software systems in operations |
| MSS402061 | Use SCADA systems in operations |
| MSS402080 | Undertake root cause analysis |
| MSS402081 | Contribute to the application of a proactive maintenance strategy |


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| Unit code | Unit title |
|---|---|
| TLID0021 | Store and handle dangerous goods and hazardous substances |

**Group F**

Up to **five (5)** relevant units may be chosen from units not already selected from Groups B to E, or units available in this Training Package or other endorsed Training Packages and accredited courses. Those units must be aligned at Certificate II level (maximum 1 unit), Certificate III level (maximum 5 units) or Certificate IV level (maximum 1 unit).

Units selected from other Training Packages and accredited courses via Group F must be relevant to the qualification outcome and not duplicate units available within this qualification.

# Qualification Mapping Information

Release 5 – Group A and Group E selection corrected. Imported units updated. Equivalent.Release 4 - Imported units updated. Equivalent.

Release 3 - Packaging for pathways clarified and choice for Group A corrected. No changes to packaging rules.

Release 2 - One unit title corrected for MSFFM3010. No change in outcomes.

Release 1 - New qualification

Release 1. New qualification. Supersedes and is based on LMF32109 Certificate III in Cabinet Making. Outcomes are equivalent.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSF31213 Certificate III in Piano Technology

## Modification History

Release 3. Imported units and metadata updated

Release 2. Imported units updated. Equivalent.

Release 1. New qualification

## Qualification Description

This qualification describes the skills and knowledge required to repair, rebuild, re-pin, re-string and tune upright and grand pianos.

Credit can be granted towards this qualification by those who have completed a relevant Certificate II Furnishing qualification, such as MSF20213 Certificate II in Furniture Finishing or achieved equivalent industry experience.

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

## Entry Requirements

Not applicable

## Packaging Rules

To be awarded the MSF31213 Certificate III in Piano Technology, competency must be achieved in **twenty-five (25)** units of competency.

- **five (5)** core units of competency
- **twenty (20)** elective units of competency.

Note: Units marked with an asterisk have one or more prerequisites and must be considered in the total number of units. Please refer to individual units for details.

**CORE UNITS**

Complete all **five (5)** units from this list.



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| Unit code | Unit title |
|---|---|
| MSMENV272 | Participate in environmentally sustainable work practices |
| MSMWHS200 | Work safely |
| MSMSUP102 | Communicate in the workplace |
| MSMSUP106 | Work in a team |
| MSFGN2001 | Make measurements and calculations |

**ELECTIVE UNITS**

Select **twenty (20)** units from Groups A, B and C as specified below.

**Group A**

Select a minimum of **twelve (12)** units from Group A.

| Unit code | Unit title | Prerequisites |
|---|---|---|
| MSFPT3001 | Apply piano industry knowledge and work techniques | |
| MSFPT3002 | Select materials for piano actions and key repairs | |
| MSFPT3003 | Repair upright and grand piano actions, keys and pedals | |
| MSFPT3004 | Rebuild upright and grand piano actions, keys and pedals | |
| MSFPT3005 | Re-string and re-pin a piano | |
| MSFPT3006 | Regulate actions, keys and pedals of upright pianos | |
| MSFPT3007 | Regulate actions, keys and pedals of grand pianos | |
| MSFPT3008 | Apply piano tuning theory and basic acoustics | |
| MSFPT3009 | Develop control of tuning hammers | |
| MSFPT3010 | Pitch raise a piano | |
| MSFPT3011 | Tune unisons aurally to a beatless condition | |
| MSFPT3012 | Tune octaves aurally to appropriate stretch | |


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| | | |
|---|---|---|
| MSFPT3013 | Tune a temperament octave to produce an equally tempered scale | |
| MSFPT3014 | Tune a piano aurally and electronically within time and accuracy constraints | * |
| MSFPT3015 | Voice a piano | |
| MSFPT3016 | Provide advice to customers on piano tuning and repairs | |

**Group B**

Select a minimum of **three (3)** units from Group B.

| Unit code | Unit title |
|---|---|
| MSFFF2008 | Apply surface coatings by hand |
| MSFFF3005 | Enhance finishes |
| MSFFF3006 | Repair and touch up surfaces |
| MSFFF3008 | Apply traditional French polishing techniques |
| MSFFM2002 | Assemble furnishing components |
| MSFFM2006 | Hand make timber joints |
| MSFFM2010 | Set up, operate and maintain basic static machines |
| MSFGN2002 | Move and store materials and products |
| MSFGN3001 | Read and interpret work documents |
| MSFGN3002 | Estimate and cost job |
| TLID0019 | Shift loads using manually-operated equipment |
| TLID0021 | Store and handle dangerous goods and hazardous substances |

**Group C**

Up to **five (5)** relevant units may be chosen from units not already selected from Groups A and B or units available in this Training Package or other endorsed Training Packages and accredited courses. Those units must be aligned at Certificate II level (maximum 2 units), Certificate III level (maximum 5 units) or Certificate IV level (maximum 2 units).


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Units selected from other Training Packages and accredited courses via Group C must be relevant to the qualification outcome and not duplicate units available within this qualification.

# Qualification Mapping Information

Supersedes and is based on LMF31508 Certificate III in Piano Technology. Outcomes are equivalent.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSF40118 Certificate IV in Interior Decoration

## Modification History

Release 3. Imported units and metadata updated.

Release 2. Minor upgrades to imported unit. Supersedes and is equivalent to MSF40118 Certificate IV in Interior Decoration (Release 1)

Release 1. Supersedes and is equivalent to MSF40113 Certificate IV in Interior Decoration.

## Qualification Description

This qualification reflects the role of individuals who provide advice and practical assistance on the finishing and furnishing of existing interior spaces. They may work in retail, consulting and building businesses as interior decorators or colour consultants. Individuals in this role are typically involved in:

- working with clients and other building and design professionals and suppliers
- research and analysis of the client's goals and requirements
- planning, designing and arranging space
- interior styling
- specifying finishes and furnishings
- selection of colours
- specifications and purchasing.

Decorators use a broad range of specialised and technical knowledge and skills, and they research and compare information from diverse sources to develop decoration solutions. They also use well-developed communication skills, and may provide some leadership and guidance to others.

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

Work may require access to construction sites and require construction induction training and certification covered by the unit CPCCWHS1001 *Prepare to work safely in the construction industry*. Local regulations should also be checked for requirements.

## Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

Total number of units = 17



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- **7** core units
- **10** elective units, consisting of:
  - at least 7 units from the electives listed below
  - up to 3 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

Units selected from other Training Packages and accredited courses must not duplicate units available within this qualification.

## CORE UNITS

| | |
|---|---|
| BSBDES302 | Explore and apply the creative design process to 2D forms |
| BSBDES303 | Explore and apply the creative design process to 3D forms |
| CUAACD301 | Produce drawings to communicate ideas |
| CUAACD303 | Produce technical drawings |
| MSFGN4001 | Research and meet ethical and compliance requirements |
| MSFID4012 | Decorate residential interiors |
| MSFID4016 | Design colour schemes for interior and exterior spaces |

## ELECTIVE UNITS

| | |
|---|---|
| BSBCRT412 | Articulate, present and debate ideas |
| BSBCRT413 | Collaborate in a creative process |
| BSBESB406 | Establish operational strategies and procedures for new business ventures |
| BSBMGT402 | Implement operational plan |
| BSBTEC201 | Use business software applications |
| CPPBDN4001 | Research and evaluate construction materials and methods for building design projects |
| CUAACD312 | Produce computer-aided drawings |
| CUADES301 | Explore the use of colour |


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| | |
|---|---|
| CUADES305 | Source and apply information on the history and theory of design |
| CUADES411 | Generate design solutions |
| CUADES413 | Develop and extend design skills and practice |
| CUADES423 | Research and apply techniques in spatial design |
| CUADIG303 | Produce and prepare photo images |
| CUADIG304 | Create visual design components |
| CUAILL401 | Develop and refine illustrative work |
| MSFID4013 | Design residential interior lighting |
| MSFID4015 | Prepare materials and finishes boards for client presentation |
| MSFID4017 | Research and recommend furniture and accessories |
| MSFID4019 | Research interior decoration and design influences |
| MSFID4021 | Design soft furnishing solutions for interior spaces |
| MSFSF3008 | Measure up and calculate fabric quantities for window coverings |
| MSFSF3010 | Advise customers on interior decoration |
| MSFSF3013 | Provide technical advice to customers |
| MSMENV472 | Implement and monitor environmentally sustainable work practices |
| MSMWHS200 | Work safely |
| SIRRMER004 | Develop visual merchandising creative concepts |
| SIRRMER005 | Implement visual merchandising concepts |
| SIRRMER007 | Design and install visual merchandising displays |
| SIRRMER009 | Plan and organise display lighting |
| SIRRMER011 | Design and install merchandise signage |

# Qualification Mapping Information

Release 3. Imported units and metadata updated.


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Release 2. Minor upgrades to imported unit. Supersedes and is equivalent to MSF40118 Certificate IV in Interior Decoration (Release 1)

Release 1. Supersedes and is equivalent to MSF40113 Certificate IV in Interior Decoration.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSF40222 Certificate IV in Furniture Design and Manufacturing

## Modification History

Not applicable.

## Qualification Description

This qualification reflects the role of individuals who work in product design–related and manufacturing or custom-made furniture roles in furniture or similar organisations where a combination of technical, creative, practical, research and project coordination skills is required. At this level, these individuals use knowledge of design principles and concepts in a practical way to drive design process, materials capability and production processes to develop and create product and process solutions in response to varied design briefs. Depending on the context, an individual may also use other product-specific technical production skills.

There are no specific licenses that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

## Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

Total number of units = 18

- 5 core units
- 13 elective units selected from those listed below, or from any endorsed training package or accredited course (these units must be relevant to the work outcome), and comprising:
  - a minimum of 8 MSF-coded units
  - a minimum of 1 unit from each of Groups A to F.

The remaining 4 electives may be chosen from any endorsed training package or accredited course (these units must be relevant to the work outcome). Units selected from other training packages and accredited courses must not duplicate units available within this qualification.

| **Core Units** | |
|---|---|
| CUADES411 | Generate design solutions |
| CUADES412 | Interpret and respond to a design brief |


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| | |
|---|---|
| MSFFDM4008 | Investigate materials and technologies for design projects |
| MSFFDM4010 | Prepare and present design and manufacturing information |
| MSFFDM4014 | Produce manual and computer-aided drawings from design concepts |

**Group A Electives: History of design**

| **Code** | **Title** |
|---|---|
| CUARES301 | Apply knowledge of history and theory to own arts practice |
| CUADES305 | Source and apply information on the history and theory of design |
| MSFFDM4021 | Research furniture styles and movements |

**Group B Electives: Design communication**

| **Code** | **Title** |
|---|---|
| BSBCRT311 | Apply critical thinking skills in a team environment |
| BSBCRT412 | Articulate, present and debate ideas |
| BSBCRT413 | Collaborate in a creative process |
| BSBOPS404 | Implement customer service strategies |
| CUAACD311 | Produce drawings to communicate ideas |
| CUADIG303 | Produce and prepare photo images |

**Group C Electives: Design practice**

| **Code** | **Title** |
|---|---|
| CUADES301 | Explore the use of colour |
| CUADES303 | Explore and apply the creative design process to 3D forms |
| CUADES304 | Source and apply design industry knowledge |
| BSBPMG430 | Undertake project work |
| MSFFDM4009 | Match furnishing style and materials to customer requirements |


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| | |
|---|---|
| MSFFDM4020 | Research and select product finishes |
| MSFFM3008 | Select timbers for furniture production |
| MSFKB4011 | Design ancillary residential cabinetry |

**Group D Electives: Workshop practice**

| Code | Title |
|---|---|
| BSBWHS311 | Assist with maintaining workplace safety |
| CUAACD314 | Make scale models |
| CUAACD412 | Experiment with moulding and casting techniques |
| CUADES402 | Research and apply techniques in product design |
| CUASCU411 | Experiment with techniques to produce sculpture |
| CUAWOO401 | Experiment with techniques to produce wood objects |
| MSFFDM4001 | Assemble custom furniture |
| MSFFDM4003 | Construct and evaluate prototypes and samples |
| MSFFDM4004 | Construct joints for custom furniture |
| MSFFDM4005 | Design, construct and test jigs |
| MSFFDM4006 | Hand carve wood to custom design |
| MSFFDM4013 | Produce curved and shaped components for custom furniture |
| MSFFDM4016 | Produce timber veneered components for custom furniture |
| MSFFDM4022 | Select, use and maintain hand tools for the creation of custom products |
| MSFFDM4023 | Set up, operate and maintain basic static woodworking machines for furniture designs |
| MSMWHS200 | Work safely |

**Group E Electives: Design documentation and machine interface**

| Code | Title |
|---|---|


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| | |
|---|---|
| CUAACD312 | Produce computer-aided drawings |
| CUAACD313 | Produce technical drawings |
| CUAANM313 | Create 3D digital models |
| CUADIG519 | Investigate technologies for the creation of digital art |
| MSFFDM4012 | Produce computer-aided line and component production drawings |
| MSFFDM4015 | Produce patterns and templates |
| MSFFDM4019 | Research and select manufacturing technologies |
| MSFFDM5002 | Coordinate and optimise workplace maintenance programs |

**Group F Electives: Project management and professional development**

| **Code** | **Title** |
|---|---|
| BSBLRD413 | Lead effective workplace relationships |
| BSBTWK401 | Build and maintain business relationships |
| BSBESB402 | Establish legal and risk management requirements of new business ventures |
| BSBESB404 | Market new business ventures |
| BSBESB401 | Research and develop business plans |
| BSBESB407 | Manage finances for new business ventures |
| MSFFDM4002 | Collect and interpret information to support production processes |
| MSFFDM4007 | Identify and calculate production costs |
| MSFFDM4011 | Prepare tender submissions |
| MSFFDM4017 | Purchase materials and consumables |
| MSFFDM4018 | Research and organise product inspection and testing |
| MSFGN4001 | Research and meet ethical and compliance requirements |
| MSS402082 | Apply cost factors to work practices |


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# Qualification Mapping Information

Release 2. Imported units updated. Supersedes and is non-equivalent to MSF40213 Certificate IV in Furniture Design and Manufacturing (Release 1).

Release 1. Supersedes and is equivalent to MSF40213 Certificate IV in Furniture Design and Technology.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSF40318 Certificate IV in Kitchen and Bathroom Design

## Modification History

Release 2. Imported units updated. Supersedes and is equivalent to MSF40313 Certificate IV in Design of Kitchens, Bathrooms and Interior Spaces (Release 1).

Release 1. Supersedes and is equivalent to MSF40313 Certificate IV in Design of Kitchens, Bathrooms and Interior Spaces.

## Qualification Description

This qualification reflects the role of individuals who design kitchens and bathrooms that typically feature built-in cabinetry and furniture. They may work in larger organisations or as independent designers.

Designers work directly with the client and/or with professionals, such as architects, builders, retailers, interior designers and suppliers. They possess a broad range of specialised and technical knowledge and skills, and they research and compare information from diverse sources to develop design solutions. They also use well-developed communication skills and may provide some leadership and guidance to others.

There are no specific licences that relate to this qualification. Work may require access to construction sites and require White Card construction induction training and certification covered by the unit CPCWHS1001 Prepare to work safely in the construction industry. Local regulations should also be checked for requirements.

## Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

Total number of units = 16

- **11** core units
- **5** elective units, consisting of:
  - **at least 3** units from the electives listed below
  - **up to 2** units from the list below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome.

Units selected from other Training Packages and accredited courses must not duplicate units available within this qualification.


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## CORE UNITS

| | |
|---|---|
| MSFFM3011 | Measure and draw site layout for manufactured furniture products |
| MSFID4014 | Produce digital models and documentation for interior design projects |
| MSFID4022 | Prepare quotation and contract documentation for design projects |
| MSFKB3010 | Detail cabinet construction requirements |
| MSFKB3011 | Plan kitchen and bathroom projects |
| MSFKB4009 | Determine spatial planning considerations for kitchen designs |
| MSFKB4010 | Determine spatial planning considerations for bathroom design |
| MSFKB4011 | Design ancillary residential cabinetry |
| MSFKB4013 | Document residential building services |
| MSFKB4015 | Research and recommend materials, components and finishes for kitchen designs |
| MSFKB4016 | Research and recommend materials, components and finishes for bathroom designs |

## ELECTIVE UNITS

| | |
|---|---|
| BSBCRT412 | Articulate, present and debate ideas |
| BSBOPS404 | Implement customer service strategies |
| CPCCBC4002 | Manage work health and safety in the building and construction workplace |
| CPCCBC4003 | Select, prepare and administer a construction contract |
| CPCCBC4004 | Identify and produce estimated costs for building and construction projects |
| CPCCBC4008 | Supervise site communication and administration processes for building and construction projects |
| CPCCBC4009 | Apply legal requirements to building and construction projects |
| CPCWHS1001 | Prepare to work safely in the construction industry |


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| | |
|---|---|
| CUADES302 | Explore and apply the creative design process to 2D forms |
| CUADES303 | Explore and apply the creative design process to 3D forms |
| CUADES305 | Source and apply information on the history and theory of design |
| CUADES411 | Generate design solutions |
| CUADES413 | Develop and extend design skills and practice |
| CUADES423 | Research and apply techniques in spatial design |
| MSFFT4001 | Coordinate on-site installation of furnishing products |
| MSFFDM4009 | Match furnishing style and materials to customer requirements |
| MSFGN4001 | Research and meet ethical and compliance requirements |
| MSFID4012 | Decorate residential interiors |
| MSFID4013 | Design residential interior lighting |
| MSFID4015 | Prepare materials and finishes boards for client presentation |
| MSFID4016 | Design colour schemes for interior and exterior spaces |
| MSFID4019 | Research interior decoration and design influences |
| MSFID4020 | Research and integrate embedded technologies in interior designs |
| MSFID5020 | Design residential interiors |
| MSFID5023 | Design for all ages and abilities |
| MSFKB3003 | Check and measure fit of cabinets |
| MSFKB3009 | Provide advice on modular kitchens |
| MSFKB4012 | Determine layout for laundry components |
| MSMENV472 | Implement and monitor environmentally sustainable work practices |
| MSMSUP390 | Use structured problem-solving tools |


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# Qualification Mapping Information

Release 2. Imported units updated. Supersedes and is equivalent to MSF40313 Certificate IV in Design of Kitchens, Bathrooms and Interior Spaces (Release 1).

Release 1. Supersedes and is equivalent to MSF40313 Certificate IV in Design of Kitchens, Bathrooms and Interior Spaces.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSF40418 Certificate IV in Glass and Glazing

## Modification History

Release 3. Imported units and metadata updated.

Release 2. Minor upgrades to imported units. Supersedes and is equivalent to MSF40418 Certificate IV in Glass and Glazing (Release 1).

Release 1. Supersedes and is equivalent to MSF40413 Certificate IV in Glass and Glazing.

## Qualification Description

This qualification reflects the role of individuals in glass and glazing enterprises who perform a range of specialist and/or leadership functions, including sales, estimating scheduling, design, production control and quality assurance. Leadership job roles include higher tradesperson (post-trade), factory-based leading hands/supervisors or site supervisors in glass processing, glazing or architectural glass functions in residential and commercial operations.

Roles at this level may include requirements to evaluate and analyse current practices, develop new criteria and procedures for performing current practices, and provision of leadership and guidance to others in the application and planning of glass and glazing skills.

Entry to the qualification may be from trade and non-trade backgrounds. Industry expectation is that it will be undertaken primarily by those who have completed a Certificate III in Glass and Glazing or achieved equivalent industry experience.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

## Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

**Total number of units = 11**

- **2** core units
- **9** elective units, consisting of:
  - 4 units from Group A or Group B, with at least 2 from Group A
  - up to 5 additional units from Group A, Group B, Group C, any endorsed Training Package or accredited course - these units must be relevant to the work outcome, and if imported from other Training Packages, at least 3 must be units first packaged in a Certificate IV level qualification or higher.



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## CORE UNITS

| Unit Code | Unit Title |
|---|---|
| BSBMGT401 | Show leadership in the workplace |
| BSBWHS401 | Implement and monitor WHS policies, procedures and programs to meet legislative requirements |

## ELECTIVE UNITS

### Group A

| Unit Code | Unit Title |
|---|---|
| MSFGG4009 | Apply standards and codes of practice for the glass industry |
| MSFGG4010 | Use glass industry data systems |
| MSFGG4011 | Manage glass industry production scheduling |
| MSFGG4012 | Perform laser measurement and levelling for glass windows and doors in buildings |
| MSFGG4014 | Operate complex glass processing plant control systems |
| MSFGG4015 | Manage glass processing plant shutdown and restart |
| MSFGG4016 | Plan and coordinate commercial glazing installations |

### Group B

| Unit Code | Unit Title |
|---|---|
| BSBOPS505 | Manage organisational customer service |
| BSBLDR414 | Lead team effectiveness |
| BSBPMG420 | Apply project scope management techniques |
| BSBPRO401 | Develop product knowledge |
| CPCCBC4012 | Read and interpret plans and specifications |


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| | |
|---|---|
| CPCCBC4013 | Prepare and evaluate tender documentation |
| ICPSUP455 | Supervise and schedule work of others |
| MSFFT4012 | Prepare a tender submission |
| MSMENV472 | Implement and monitor environmentally sustainable work practices |
| MSS403021 | Facilitate a Just in Time system |
| MSS404084 | Undertake process capability improvements |

**Group C**

| **Unit Code** | **Unit Title** |
|---|---|
| BSBCUS402 | Address customer needs |
| BSBOPS403 | Apply business risk management processes |
| BSBSLS408 | Present, secure and support sales solutions |
| BSBWRT411 | Write complex documents |
| CPCCBC4001A | Apply building codes and standards to the construction process for low rise building projects |
| CPCCBC4004 | Identify and produce estimated costs for building and construction projects |
| CPCCBC4005 | Produce labour and material schedules for ordering |
| MEM30031A | Operate computer-aided design (CAD) system to produce basic design elements |
| MSFAH4003 | Advise on security technology, hardware and services |
| MSFAH4004 | Prepare architectural door hardware schedules |
| MSFDN4003 | Produce patterns and templates |
| MSFDN5001 | Generate and transfer complex computer-aided drawings and specifications |
| MSFFM3009 | Produce manual and computer-aided production drawings |
| MSFFT4007 | Sample, inspect and test products to specifications |


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| | |
|---|---|
| MSFFT4010 | Identify and calculate production costs |
| MSFFT4011 | Purchase materials and consumables |
| MSS402031 | Interpret product costs in terms of customer requirements |
| MSS404054 | Apply statistics to operational processes |
| TAEDEL301 | Provide work skill instruction |
| TAEDEL402 | Plan, organise and facilitate learning in the workplace |
| TAEDEL404 | Mentor in the workplace |
| TLIA0025 | Assess and monitor optimum stock levels |
| TLIA0031 | Organise transport of freight or goods |

# Qualification Mapping Information

Release 3. Imported units and metadata updated

Release 2. Minor upgrades to imported units. Supersedes and is equivalent to MSF40418 Certificate IV in Glass and Glazing (Release 1).

Release 1. Supersedes and is equivalent to MSF40413 Certificate IV in Glass and Glazing.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSF50218 Diploma of Interior Design

## Modification History

Release 2. Imported units and metadata updated.

Release 1. Supersedes and is not equivalent to MSF50213 Diploma of Interior Decoration and Design.

## Qualification Description

This qualification reflects the role of interior designers who provide advice mainly for residential building interiors. They may also be involved in the provision of advice about interior decoration. Individuals may be self-employed or employed in businesses such as design studios.

Designers provide a broad range of design advice and services, and are involved in:

- researching and analysing the client's goals and requirements
- planning, arranging and styling the space, and preparing detailed client presentations
- selecting and specifying colour schemes, furniture, fabrics, fixtures and lighting
- working in collaboration with builders, architects and service contractors
- preparing detailed design documentation.

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

Work may require access to construction sites and require induction training and certification covered by the unit CPCWHS1001 *Prepare to work safely in the construction industry*. Local regulations should also be checked for requirements.

## Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

Total number of units = 27

- **10** core units
- **17** elective units, consisting of:
  - at least 11 units from Groups A and B, with at least 5 from Group A
  - up to 6 additional units from Group A, Group B, any endorsed Training Package or accredited course – these units must be relevant to the work outcome.



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Units selected from other Training Packages and accredited courses must not duplicate units available within this qualification.

## CORE UNITS

| | |
|---|---|
| BSBDES302 | Explore and apply the creative design process to 2D forms |
| BSBDES303 | Explore and apply the creative design process to 3D forms |
| BSBDES502 | Establish, negotiate and refine a design brief |
| MSFID4013 | Design residential interior lighting |
| MSFID4014 | Produce digital models and documentation for interior design projects |
| MSFID4016 | Design colour schemes for interior and exterior spaces |
| MSFID5020 | Design residential interiors |
| MSFID5021 | Evaluate site structure and services for interior design briefs |
| MSFID5022 | Explore and apply creative design methodology to interior space |
| MSFID5025 | Develop residential interior design project documentation |

## ELECTIVE UNITS

### Group A

| | |
|---|---|
| BSBCRT512 | Originate and develop concepts |
| BSBPMG430 | Undertake project work |
| CUAANM313 | Create 3D digital models |
| CUADIG517 | Design digital simulations |
| CUAPPR513 | Present a body of own creative work |
| MSFGN4001 | Research and meet ethical and compliance requirements |
| MSFID4020 | Research and integrate embedded technologies in interior designs |
| MSFID4021 | Design soft furnishing solutions for interior spaces |
| MSFID4022 | Prepare quotation and contract documentation for design projects |


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| | |
|---|---|
| MSFID5016 | Develop decoration proposals for complex sites |
| MSFID5017 | Develop event decoration proposals |
| MSFID5018 | Provide interior styling service |
| MSFID5019 | Decorate interiors for restoration projects |
| MSFID5023 | Design for all ages and abilities |
| MSFID5024 | Design workplace interiors |
| MSFID5027 | Research and recommend colour applications and finishes |
| MSFID5028 | Research and recommend artwork |
| MSS015022 | Develop strategies for more sustainable use of resources |

**Group B**

| | |
|---|---|
| BSBCRT412 | Articulate, present and debate ideas |
| BSBCRT413 | Collaborate in creative processes |
| BSBESB406 | Establish operational strategies and procedures for new business ventures |
| BSBMGT402 | Implement operational plan |
| CPCWHS1001 | Prepare to work safely in the construction industry |
| CPPBDN4001 | Research and evaluate construction materials and methods for building design projects |
| CUADES304 | Source and apply design industry knowledge |
| CUADES305 | Source and apply information on the history and theory of design |
| CUADES411 | Generate design solutions |
| CUADES413 | Develop and extend design skills and practice |
| CUADES423 | Research and apply techniques in spatial design |
| CUADIG303 | Produce and prepare photo images |
| CUADIG304 | Create visual design components |
| CUAILL401 | Develop and refine illustrative work |


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| | |
|---|---|
| CUAPPR514 | Establish and maintain environmentally sustainable creative practice |
| MSFFDT4012 | Research furniture styles and movements |
| MSFID4012 | Decorate residential interiors |
| MSFID4015 | Prepare materials and finishes boards for client presentation |
| MSFID4017 | Research and recommend furniture and accessories |
| MSFID4018 | Research and recommend hard materials and finishes for interiors |
| MSFID4019 | Research interior decoration and design influences |

# Qualification Mapping Information

Supersedes and is not equivalent to MSF50213 Diploma of Interior Decoration and Design.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSF50322 Diploma of Furniture Design and Manufacturing

## Modification History

Not applicable.

## Qualification Description

This qualification reflects the role of individuals who work in paraprofessional design and manufacturing roles in furniture or similar organisations using a combination of technical, creative, practical, research and project management skills in small-scale design projects. At this level these individuals are able to work collaboratively to establish and refine the design brief and to develop and implement design solutions for application in a commercial context. They use detailed knowledge of the design process, current technologies, materials capability and production processes. Depending on the context, an individual may also use other product-specific technical production skills.

There are no specific licenses that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

## Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

**Packaging Rules**

**Total number of units = 18**

7 core units

11 elective units consisting of:

at least 6 units from the electives listed below

up to 5 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

Units selected from other Training Packages and accredited courses must not duplicate units available within this qualification.

| **Core Units** | | **Prerequisite units** |
|---|---|---|
| BSBCRT512 | Originate and develop concepts | |



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| **Core Units** | | **Prerequisite units** |
|---|---|---|
| CUADES511 | Implement design solutions | |
| CUADES512 | Establish, negotiate and refine a design brief | |
| MSFFDM5008 | Evaluate design proposals and concepts | |
| MSFFDM5009 | Generate and transfer complex computer-aided drawings and specifications | |
| MSFFDM5012 | Research, test and apply materials and technologies for design projects | |
| MSFFDM5013 | Work collaboratively on design projects | |

| **Elective Units** | | **Prerequisite units** |
|---|---|---|
| BSBESB406 | Establish operational strategies and procedures for new business ventures | |
| BSBLEG525 | Apply legal principles in intellectual property law matters | |
| BSBLDR523 | Lead and manage effective workplace relationships | |
| BSBMKG541 | Identify and evaluate marketing opportunities | |
| BSBPEF501 | Manage personal and professional development | |
| BSBPMG430 | Undertake project work | |
| BSBSTR501 | Establish innovative work environments | |
| BSBTWK401 | Build and maintain business relationships | |
| CUAACD314 | Make scale models | |
| CUAACD537 | Refine 3-D design ideas and processes | |
| CUAACD508 | Refine model making skills | |
| CUAACD511 | Make moulds and casts | |
| CUAANM313 | Create 3D digital models | |
| CUADES413 | Develop & extend design skills and practice | |


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| **Elective Units** | | **Prerequisite units** |
|---|---|---|
| CUADES611 | Manage design realisation | |
| CUADIG519 | Investigate technologies for the creation of digital art | |
| CUAPPR502 | Develop own sustainable professional practice | |
| CUAPPR513 | Present a body of own creative work | |
| CUAPPR515 | Establish and maintain safe creative practice | |
| CUAPPR613 | Engage in the business of creative practice | |
| MSFFDM4002 | Collect and interpret information to support production processes | |
| MSFFDM4005 | Design, construct and test jigs | |
| MSFFDM4007 | Identify and calculate production costs | |
| MSFFDM4010 | Prepare and present design and manufacturing information | |
| MSFFDM4012 | Produce computer-aided line and component production drawings | |
| MSFFDM4018 | Research and organise product inspection and testing | |
| MSFFDM4021 | Research furniture styles and movements | |
| MSFFDM5001 | Construct custom furniture using advanced techniques | |
| MSFFDM5002 | Coordinate and optimise workplace maintenance programs | |
| MSFFDM5003 | Design product suitable for batched or limited production | |
| MSFFDM5004 | Design product suitable for high-volume technology services in production | |
| MSFFDM5005 | Design product suitable for mass production | |
| MSFFDM5006 | Develop and document technical workplace information | |
| MSFFDM5007 | Develop, trial and evaluate prototypes | |


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| **Elective Units** | | **Prerequisite units** |
|---|---|---|
| MSFFDM5010 | Investigate ergonomic, anthropometric and proxemic considerations for design | |
| MSFFDM5011 | Plan production | |
| MSFGN4001 | Research and meet ethical and compliance requirements | |
| MSS015022 | Develop strategies for more sustainable use of resources | |
| MSS015023 | Design sustainable product or process | |
| MSS404054 | Apply statistics to operational processes | |
| MSS405022 | Design a process layout | |
| MSS405075 | Facilitate the development of a new product | MSS404054 Apply statistics to operational processes |

# Qualification Mapping Information

Supersedes and is non-equivalent to MSF50313 Diploma of Furniture Design and Technology.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSF60118 Advanced Diploma of Interior Design

## Modification History

Release 2. Imported units and metadata updated.

Release 1. Supersedes and is equivalent to MSF60113 Advanced Diploma of Interior Design.

## Qualification Description

This qualification reflects the role of interior designers who develop creative and technical solutions for built interior environments. Interior design at this level covers the planning and detailing of complex residential, commercial and institutional design projects with an emphasis on space creation, space planning and the factors that affect peoples' responses to living and working environments.

Designers may be self-employed or employed in businesses as design consultants, design project administrators and design managers. Work involves the use of systematic and coordinated methodologies, including research, analysis and integration of knowledge into the creative process, and knowledge of the principles of interior design and building technologies. Contexts are diverse and often unpredictable. Accountability and responsibility for self and others in achieving outcomes is involved.

There are no specific licences that relate to this qualification. However, depending on the jurisdiction, licensing or regulatory requirements may apply to the use of some units in this qualification. Local regulations should be checked for details.

Work may require access to construction sites and require construction induction training and certification covered by the unit CPCWHS1001 Prepare to work safely in the construction industry. Local regulations should also be checked for requirements.

## Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

Total number of units = 39

- **16** core units
- **23** elective units, consisting of:
  - at least 11 units from Group A and B, with at least 5 from Group A
  - at least **6** units from Group C
  - up to 6 additional units from Group A, Group B, Group C, any endorsed Training Package or accredited course – these units must be relevant to the work outcome.



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Units selected from other Training Packages and accredited courses must not duplicate units available within this qualification.

## CORE UNITS

| | |
|---|---|
| BSBDES302 | Explore and apply the creative design process to 2D forms |
| BSBDES303 | Explore and apply the creative design process to 3D forms |
| BSBDES502 | Establish, negotiate and refine a design brief |
| BSBDES601 | Manage design realisation |
| MSFID4013 | Design residential interior lighting |
| MSFID4014 | Produce digital models and documentation for interior design projects |
| MSFID4016 | Design colour schemes for interior and exterior spaces |
| MSFID5020 | Design residential interiors |
| MSFID5021 | Evaluate site structure and services for interior design briefs |
| MSFID5022 | Explore and apply creative design methodology to interior space |
| MSFID5024 | Design workplace interiors |
| MSFID5025 | Develop residential interior design project documentation |
| MSFID6011 | Resolve complex spatial design problems through modelling |
| MSFID6018 | Apply 3D visualisation techniques to represent interior designs |
| MSFID6010 | Design commercial interior lighting |
| MSFID6020 | Develop commercial interior design project documentation |

## ELECTIVE UNITS

### Group A

| | |
|---|---|
| CUAANM512 | Create 3D digital environments |
| CUADES413 | Develop and extend design skills and practice |
| CUADES612 | Research global design trends |


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| | |
|---|---|
| CUAPPR612 | Collaborate in professional creative projects |
| MSFID5016 | Develop decoration proposals for complex sites |
| MSFID6012 | Design for large scale commercial or institutional interiors |
| MSFID6013 | Design interiors for hospitality environments |
| MSFID6014 | Design for retail interiors |
| MSFID6015 | Design for conservation and restoration projects |
| MSFID6016 | Select and monitor contractors |
| MSFID6017 | Evaluate design project outcomes |
| MSFID6019 | Produce digital presentations for commercial projects |

**Group B**

| | |
|---|---|
| BSBCRT512 | Originate and develop concepts |
| BSBPMG430 | Undertake project work |
| CUAANM302 | Create 3D digital animations |
| CUAANM313 | Create 3D digital models |
| CUADES304 | Source and apply design industry knowledge |
| CUADIG517 | Design digital simulations |
| MSFGN4001 | Research and meet ethical and compliance requirements |
| MSFID4020 | Research and integrate embedded technologies in interior designs |
| MSFID4021 | Design soft furnishing solutions for interior spaces |
| MSFID4022 | Prepare quotation and contract documentation for design projects |
| MSFID5017 | Develop event decoration proposals |
| MSFID5018 | Provide interior styling service |
| MSFID5019 | Decorate interiors for restoration projects |
| MSFID5023 | Design for all ages and abilities |
| MSFID5027 | Research and recommend colour applications and finishes |


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| | |
|---|---|
| MSFID5028 | Research and recommend artwork |
| MSS015022 | Develop strategies for more sustainable use of resources |

**Group C**

| | |
|---|---|
| BSBCRT412 | Articulate, present and debate ideas |
| BSBESB406 | Establish operational strategies and procedures for new business ventures |
| BSBMGT402 | Implement operational plan |
| CPCWHS1001 | Prepare to work safely in the construction industry |
| CUADES411 | Generate design solutions |
| CUADES423 | Research and apply techniques in spatial design |
| CUADIG303 | Produce and prepare photo images |
| CUADIG304 | Create visual design components |
| CUAILL401 | Develop and refine illustrative work |
| CUAPPR514 | Establish and maintain environmentally sustainable creative practice |
| MSFID4015 | Prepare materials and finishes boards for client presentation |
| MSFID4017 | Research and recommend furniture and accessories |
| MSFID4019 | Research interior decoration and design influences |
| MSMENV672 | Develop workplace policy and procedures for sustainability |

# Qualification Mapping Information

Supersedes and is equivalent to MSF60113 Advanced Diploma of Interior Design.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFAH4003 Advise on security technology, hardware and services

## Modification History

Release 1. Supersedes and is equivalent to MSFAH4001 Advise on security technology, hardware and services.

## Application

This unit describes the skills and knowledge required to apply architectural hardware product and service knowledge to provide advice to customers and other sales staff on the design, technical features and uses of architectural hardware and security products, ancillary items, prices and warranties.

This unit applies to architectural hardware specifiers who analyse and compare information from a range of sources to respond to customer needs. Customers include those requiring architectural hardware schedules and products for construction and renovation projects.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Architectural hardware

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Research architectural hardware product range | 1.1 Identify job requirements from plans and specifications<br>1.2 Identify potentially suitable architectural hardware products by accessing relevant sources of information<br>1.3 Identify hardware components that suit customer specifications and meet applicable legislation, codes and national standards |
| 2. Recommend door and | 2.1 Provide and explain detailed manufacturer product specifications to |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| window hardware products | customer to assist buying decisions<br>2.2 Demonstrate features and benefits of products to customer using appropriate interpersonal techniques |
| 3. Identify hardware quantities | 3.1 Accurately determine quantities of required architectural hardware products from customer specifications<br>3.2 Determine measuring tools and systems to be used based on job requirements<br>3.3 Provide customer with accurate quotation for estimated quantities |
| 4. Advise on hardware product quantities | 4.1 Clearly explain to customer comparisons between architectural hardware manufacturer's warranty terms<br>4.2 Confirm individual product warranty terms and conditions from relevant sources of information and accurately convey to customer<br>4.3 Provide customer with accurate written information regarding individual product warranty terms and conditions |
| 5. Negotiate price and payment options | 5.1 Accurately convey store recommended retail pricing to customer according to applicable legislation, codes and national standards<br>5.2 Negotiate individual product prices in accordance with organisational requirements to achieve sales<br>5.3 Accurately convey store payment options to customer and negotiate preferred option following organisational requirements |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFAH4001 Advise on security technology, hardware and services.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFAH4003 Advise on security technology, hardware and services

## Modification History

Release 1. Supersedes and is equivalent to MSFAH4001 Advise on security technology, hardware and services.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- matched compliant architectural hardware products to 2 different customer briefs or specifications
- undertaken both imperial and metric measurements and matching to hardware measuring systems
- read and interpreted:
  - plans
  - designs
  - specifications.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- legislation, codes and standards that apply to architectural hardware, including key features of Regulation 90
- architectural hardware:
  - types of jobs
  - typical customers
- sources of information on architectural hardware products and services
- available architectural hardware and/or keying system options and basic requirements for installation
- types and functions of architectural hardware and/or keying system
- organisational policies and procedures, in relation to:
  - client confidentiality
  - sales and/or customer service
  - methods of dealing with special requirements of customers
  - customer complaints
  - price negotiation
- building construction methods and types that impact on architectural hardware


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- type of problems associated with architectural hardware systems and how to avoid and respond
- principles of effective communication
- documentation requirements and processes.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - architectural hardware products
  - job specifications and/or requirements
  - legislation, codes and standards

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFAH4004 Prepare architectural door hardware schedules

## Modification History

Release 1. Supersedes and is equivalent to MSFAH4002 Prepare architectural door hardware schedules.

## Application

This unit describes the skills and knowledge required to assess door hardware and keying requirements across commercial, industrial and residential applications. It requires the ability to source relevant information, determine customer requirements and use appropriate assessment methods to make an accurate determination of architectural hardware equipment and/or system options. The unit also includes development of keying schedules.

This unit applies to architectural hardware specifiers who analyse and compare information from a range of sources to respond to customer needs. Customers include those requiring architectural hardware schedules and products for construction and renovation projects.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Architectural hardware

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Obtain brief from clients | 1.1 Review and clarify job requirements with appropriate persons in accordance with organisational requirements<br>1.2 Conduct discussions with customer to establish and clarify scope of work<br>1.3 Apply effective interpersonal techniques when interacting with clients |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.4 Assess and identify specific site requirements and correctly document details<br>1.5 Discuss architectural hardware requirements and clarify and agree on applicable legislation, codes and national standards<br>1.6 Organise job documents and architectural plans in accordance with organisational requirements or company policies |
| 2. Gather, interpret and review information for preparation of hardware schedules | 2.1 Identify and follow site restrictions and regulations<br>2.2 Gather relevant information from identified sources<br>2.3 Assess door and frame types and locations to facilitate accurate determination of requirements<br>2.4 Review customer activities and existing architectural hardware arrangements to ensure uniformity throughout project<br>2.5 Identify and assess inconsistency and environmental factors affecting the architectural hardware of the site in accordance with organisational policies and procedures |
| 3. Produce architectural door hardware schedules | 3.1 Record and document information in accordance with computer program and/or organisational template requirements<br>3.2 Integrate architectural hardware to reflect building security and electronic requirements<br>3.3 Prepare an accurate architectural hardware schedule in accordance with industry and organisational style and format standards<br>3.4 Make recommendations for architectural hardware and alternative options in accordance with organisational requirements<br>3.5 Process documentation in accordance with applicable legislation, codes and national standards, assignment and organisational requirements<br>3.6 Complete work within designated timeframes and present for review to appropriate person |
| 4. Prepare and review keying schedules | 4.1 Apply principles of master keying in accordance with industry practice and organisational requirements<br>4.2 Develop a keying matrix to client requirements, allowing for future system expansion and mechanical capabilities of system<br>4.3 Confirm and clarify customer keying requirements according to organisational procedures |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 4.4 Review appropriate levels of security and/or access with respect to clients assets, activities and existing security arrangements<br>4.5 Record and document information in accordance with computer program and/or organisational template requirements<br>4.6 Match client requirements to the mechanical possibilities and limitations of master key systems<br>4.7 Identify options and advise client on options and alternatives<br>4.8 Identify sources of assistance in assessing requirements for key systems and master key systems and seek assistance from appropriate person in accordance with organisational procedures |
| 5. Finalise documentation for submission to client | 5.1 Review and confirm final architectural hardware and/or keying requirements with customer in accordance with organisational requirements<br>5.2 Accurately prepare, process and store documentation in accordance with customer, legislative and organisational requirements<br>5.3 Prepare architectural hardware and keying schedules and other documentation in accordance with organisational procedures |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFAH4002 Prepare architectural door hardware schedules

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFAH4004 Prepare architectural door hardware schedules

## Modification History

Release 1. Supersedes and is equivalent to MSFAH4002 Prepare architectural door hardware schedules.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- matched architectural hardware products and systems to 2 different client briefs or specifications – must include keying schedules.
-

## Knowledge Evidence

- legislation, codes and standards that apply to architectural hardware
- risk assessment methods and procedures in the context of architectural hardware
- features and formats of plans, designs and specifications for architectural hardware
- available architectural hardware and/or keying system options and basic requirements for installation
- types and functions of architectural hardware and/or keying system
- environmental factors that impact product selection
- building construction methods and types that impact on architectural hardware
- types and characteristics of different door and frame types
- organisational and client confidentiality requirements
- type of problems associated with architectural hardware systems and how to avoid and respond
- principles of effective communication
- documentation requirements and processes.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - architectural hardware products
  - job specifications and/or requirements


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- legislation, codes and standards.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFBA2011 Select and apply hardware and fixings for blinds, awnings, screens and grilles

## Modification History

Release 1. Supersedes and is equivalent to MSFBA2003 Select and apply blinds and awnings hardware and fixings.

## Application

This unit of competency describes the skills and knowledge required to select and use hardware and other fixings in the manufacture and installation of blinds, awnings, and non-security and security screens and grilles.

The unit applies to those working in the blinds, awnings, non-security and security screens and grilles industry, in both residential and commercial environments and small to large scale enterprises.

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

## Pre-requisite Unit

Not applicable.

## Unit Sector

Blinds and awnings

## Elements and Performance Criteria

| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| 1. Plan and prepare work | 1.1 | Identify hardware and fixing requirements from work order |
| | 1.2 | Identify and select types of hardware and fixings required for the work |
| | 1.3 | Identify work health and safety (WHS) requirements and personal protection requirements of job according to workplace procedures |
| | 1.4 | Identify and select required tools and equipment based on |


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| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| | | work order, and check their safe and effective operation |
| 2. Use hardware and fittings | 2.1 | Lay out hardware items ready for application according to workplace procedures |
| | 2.2 | Apply hardware and fixings according to work order instructions and workplace procedures |
| | 2.3 | Check work as it progresses against quality standards and work order requirements, and rectify identified deficiencies within scope of own role |
| 3. Finalise selection and use of hardware and fixings | 3.1 | Clean work area and surfaces, and dispose of waste and scrap materials safely and sustainably according to workplace procedures |
| | 3.2 | Collect and store unused hardware and fixings for re-use and disposal according to workplace procedures |
| | 3.3 | Check tools and equipment, and tag and report faulty items according to established workplace procedures |
| | 3.4 | Clean, maintain and store tools and equipment according to workplace procedures |
| | 3.5 | Legibly complete and process required workplace documentation |

# Foundation Skills

| This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency. | |
|---|---|
| Numeracy skills to: | • make familiar estimations<br>• measure familiar and predictable quantities and units |
| Oral communication skills to: | • communicate with site supervisor to:<br>  • confirm work orders and instructions<br>  • identify and discuss problems<br>• communicate with others in work area |


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| This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency. | |
|---|---|
| Reading skills to: | • interpret routine workplace documentation, including work orders, WHS requirements, and workplace procedures |
| Technology skills to: | • use workplace technology to select and apply hardware and fixings, including specified tools, equipment, calculators, and measuring devices |

# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSFBA2003 Select and apply blinds and awnings hardware and fixings.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFBA2011 Select and apply hardware and fixings for blinds, awnings, screens and grilles

## Modification History

Release 1. Supersedes and is equivalent to MSFBA2003 Select and apply blinds and awnings hardware and fixings.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements, performance criteria, and foundation skills of this unit, which must include the ability to:

- safely and correctly identify, select and apply hardware and fixings to at least four different styles of blinds, awnings, or non-security and security screens and grilles.

In the course of each of the above, the person must:

- interpret work order and use information to select and apply hardware and fixings
- plan and organise own work activities, including the preparation and layout of work site, and obtaining equipment and materials to avoid backtracking
- select, set up, and maintain tools and equipment according to manufacturer instructions and workplace procedures
- follow work instructions and safe operating procedures to:
  - minimise risk of injury to self and others
  - prevent damage to materials, tools, equipment, hardware, fixings and products
  - maintain required production output and quality
  - use tools, equipment, products and material safely
  - use personal protective equipment (PPE)
  - apply safe lifting and handling procedures
- work with others and in a team when selecting and applying hardware and fixings

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- organisational and site standards, requirements, policies and procedures for applying the hardware and fixings described in the performance evidence
- types, characteristics, uses, maintenance and limitations of the hardware, fixings, tools and equipment used to apply hardware and fixings required in the performance evidence, and procedures for their safe use, operation and maintenance
- features of work orders relating to the work in the performance evidence, and how to identify and interpret key information
- work health and safety (WHS) policies, procedures and regulations specific to work described in performance evidence:


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  - controlling hazards and risks
  - eliminating hazardous materials and substances
  - using firefighting equipment and first aid equipment
  - using personal protective equipment
- workplace procedures relating to:
  - communicating with site supervisor and others in work area
  - emergency and evacuation
  - manual handling, including lifting and carrying
  - disposing of waste safely and in an environmentally sustainable manner
  - recycling and re-use guidelines
  - setting up, using, maintaining and storing tools and equipment used when applying hardware and fixings
  - pre-checking and inspection techniques that assist in anticipating production problems, and avoiding rework and wastage
  - quality and continuous improvement processes and standards
  - cleaning and storing tools and equipment
  - storing and labelling surplus unused items
  - tagging and reporting faulty tools and equipment
  - recording and reporting work information
- mathematical methods for estimating and measuring materials and spaces, including factoring in required tolerances
- techniques for using hardware and fixings required for performance evidence that include processes that:
  - conform to quality requirements
  - comply with supplier instructions and manufacturer specifications
  - maximise the appearance of the finished work
  - provide for the most economical use of materials and labour
- key features of documentation relating to work described in performance evidence:
  - work orders
  - work instructions
  - operator instructions and manuals
- key features, uses and techniques for using hardware:
  - cord locks
  - Dyna Bolts
  - head boxes
  - head rails
  - Loxons
  - nails
  - nuts and bolts
  - plugs


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  - pop rivets
  - screws
  - split pins
  - Tek screws
  - wands
- key features, uses, and techniques for using fixings:
  - chemical anchors
  - hollow wall anchors
  - masking tape
  - mongo plugs
  - silicone spray and silastic
  - spring brackets
- key features, uses, and techniques for using tools and equipment:
  - caulking guns
  - drills, including hand, powered and cordless
  - hammers
  - hollow wall anchor guns
  - pop rivet guns
  - screwdrivers, including hand, power and cordless

## Assessment Conditions

Assessment must occur in the workplace, or in a simulated environment that reflects workplace conditions and contingencies.

Access is required to:

- PPE applicable to job requirements, including:
  - hearing protection
  - protective clothing
  - respiratory protection
  - safety footwear
  - safety glasses or goggles
- WHS documentation specific to the performance evidence
- hardware and fixings specified in the knowledge evidence
- workplace documentation, including:
  - work orders
  - customer care cards
  - workplace procedures specified in the knowledge evidence
  - manufacturer specifications
  - time sheets.


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Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFBA3011 Assemble awnings

## Modification History

Release 1. New unit of competency.

## Application

This unit of competency describes the skills and knowledge required to prepare and assemble a range of awnings according to job requirements. The unit involves planning job requirements, identifying required products and components to be assembled and their measurements, and applying workplace procedures to ensure safe and correct assembly.

The unit applies to those assembling any awning for residential and commercial environments. The styles of awning to be assembled include folding-arm and canopy style. The awnings include light-weight domestic, heavy-weight commercial, and fire-rated and cyclone-rated. They may be intended for installation in a range of openings, including windows, doors and building entrances.

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

## Pre-requisite Unit

Not applicable.

## Unit Sector

Blinds and awnings

## Elements and Performance Criteria

| Elements<br>Elements describe the essential outcomes. | Performance Criteria<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| 1. Prepare to assemble awnings | 1.1 | Identify and confirm job requirements and style of awning to be assembled from work order and supplier instructions |
| | 1.2 | Identify work health and safety (WHS) and personal protection requirements of assembly |
| | 1.3 | Select tools and equipment, and check their safe and effective operation |


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| Elements<br>Elements describe the essential outcomes. | Performance Criteria<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| | 1.4 | Select materials from stock and check against job requirements |
| | 1.5 | Plan logical, safe and efficient work sequence that reflects work order and quality requirements, and economically uses materials |
| 2. Assemble awnings | 2.1 | Source required materials, equipment, and awning mechanisms in line with work instructions and manufacturer specifications |
| | 2.2 | Lay out, measure, mark and cut materials for awning |
| | 2.3 | Assemble component parts according to job requirements and manufacturer specifications |
| | 2.4 | Finish awning assembly according to work instructions |
| 3. Finalise assembly | 3.1 | Check that assembled awning complies with quality and work order requirements, and rectify identified deficiencies within scope of own role or report to designated personnel |
| | 3.2 | Clean assembled awning according to workplace procedures |
| | 3.3 | Check tools and equipment, and tag and report faulty items according to workplace procedures |
| | 3.4 | Clean, maintain and store remaining tools and equipment according to workplace procedures |
| | 3.5 | Clean work area and surfaces, and dispose of waste safely and sustainably according to workplace procedures |
| | 3.6 | Legibly complete and process required workplace documentation according to workplace procedures |

# Foundation Skills

| This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency. | |
|---|---|
| Numeracy skills to: | • interpret, discuss and use mathematical information in work orders, work instructions and awning specifications |


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| This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency. | |
|---|---|
| | • use mathematical information to estimate and measure assembly requirements, including required tolerances |
| Oral communication skills to: | • communicate ideas and information to confirm work requirements and specifications and report work outcomes and problems:<br>• speaking clearly<br>• asking questions to gain information |
| Reading skills to: | • interpret routine workplace documentation, including:<br>• WHS requirements and procedures<br>• workplace assembly requirements and operator instructions<br>• work orders and instructions<br>• awning specifications, including design, size and quantity |

# Unit Mapping Information

Release 1. New unit of competency. No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFBA3011 Assemble awnings

## Modification History

Release 1. New unit of competency.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements, performance criteria, and foundation skills of this unit, which must include the ability to:

- safely and correctly assemble each of the following styles of awnings:
    - roll-up style
    - canopy style
    - folding-arm style, including preparing skin
    - metal louvre style.

In the course of each of the above assemblies, the person must:

- interpret work order, and locate required materials, tools and equipment
- select and set up required product and components according to manufacturer specifications and workplace procedures and quality requirements
- apply safe lifting and handling procedures
- follow work instructions and safe operating procedures to:
    - minimise risk of injury to self and others
    - prevent damage to tools, equipment and products
    - maintain required production output and quality
    - use hand and power tools safely
    - use personal protective equipment (PPE)
- report material faults, damaged products and equipment
- use and dispose of waste sustainably
- avoid backtracking, work flow interruptions and wastage.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- features of assembly work orders and supplier instructions relating to the awnings in the performance evidence, and how to identify and interpret key information
- work order requirements, and industry-accepted quality indicators and requirements, relating to assembly work described in performance evidence:
    - key requirements of Australian standards and codes of practice for assembly
    - safety considerations and potential dangers associated with incorrect assembly


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    - cutting patterns and sequences
    - identifying work process problems and resolving within scope of own role
- work health and safety (WHS) legislation, regulations, standards, codes of practice, and procedures specific to assembly work described in performance evidence:
    - legislation and codes of practice relating to child safety mechanisms
    - controlling hazards and risks
    - eliminating hazardous materials and substances
    - using firefighting equipment and first aid equipment
    - using personal protective equipment:
        - hearing protection
        - protective clothing and head wear
        - respiratory protection
        - safety footwear
        - safety glasses and goggles
- workplace procedures relating to:
    - communication channels and protocols
    - manual handling, including lifting and carrying
    - safely cutting and assembling awnings
    - following manufacturer instructions and procedures
    - cleaning and storing assembled awnings
    - storing surplus unused items
    - assessing condition of cutting tools
    - tagging and reporting faulty tools and equipment
    - disposing of waste safely and in an environmentally sustainable manner
    - recycling and re-use guidelines
    - using, cleaning, maintaining and storing tools and equipment
    - recording and reporting assembly information
- techniques for measuring, cutting, setting up and assembling awnings described in performance evidence that:
    - conform to quality requirements
    - comply with supplier instructions and manufacturer specifications
    - maximise the appearance of the finished work
    - provide for the most economical use of materials and labour
- mathematical methods for estimating and measuring assembly materials and openings, including factoring in required tolerances
- types of common problems that occur during assembly, and how to avoid and respond
- systems for storing and labelling materials required for assembly work
- types, characteristics, terminology, uses, maintenance and limitations of the following items required for the assembly described in performance evidence:
    - awning components and materials
    - operating mechanisms required for type of awning being assembled


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- fittings and attachments, including threads
- tools and equipment used to assemble awnings, and procedures for their safe use, operation and maintenance:
  - cutting tools
  - cutting bench
  - saws
- documentation requirements for assembly work described in performance evidence.

## Assessment Conditions

Assessment must occur in the workplace, or in a simulated environment that reflects workplace conditions and contingencies.

Access is required to tools, materials, equipment and specifications for the assembly described in the performance evidence above, including:

- awnings requiring assembly as specified in the performance evidence
- PPE applicable to job requirements
- WHS documentation specific to the assembly
- tools and equipment specified in the knowledge evidence
- workplace documentation required for assembly work, including:
  - work orders
  - workplace procedures specified in the knowledge evidence
  - supplier instructions and manufacturer specifications.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFBA3012 Assemble interior blinds

## Modification History

Release 1. New unit of competency.

## Application

This unit of competency describes the skills and knowledge required to prepare and assemble a range of interior blinds according to job requirements. The unit involves planning job requirements, identifying required products and components to be assembled and their measurements and applying workplace procedures to ensure safe and correct assembly. The unit does not involve installing the blinds.

The unit applies to those assembling any blind for interior residential and commercial environments. The style of blinds to be assembled include aluminium, plastic or timber Venetian blinds; Roman blinds; roll-up and pull-down blinds; and vertical-style blinds. The blinds may be intended for installation in a range of openings, including windows, fixed and sliding doors, and building entrances. The unit does not apply to assembling wood-weave style blinds.

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

## Pre-requisite Unit

Not applicable.

## Unit Sector

Blinds and awnings.

## Elements and Performance Criteria

| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| 1. Prepare to assemble interior blinds | 1.1 | Identify and confirm job requirements and style of blind to be assembled from work order and supplier instructions |
| | 1.2 | Identify work health and safety (WHS) and personal protection requirements of assembly |


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| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| | 1.3 | Select tools and equipment, and check their safe and effective operation |
| | 1.4 | Select materials from stock and check against job requirements |
| | 1.5 | Plan logical, safe and efficient work sequence that reflects work order and quality requirements, and economically uses materials |
| 2. Assemble blinds | 2.1 | Source required materials, equipment and blind mechanisms in line with work instructions and manufacturer specifications |
| | 2.2 | Lay out, measure, mark and cut materials for blind |
| | 2.3 | Assemble component parts according to job requirements and manufacturer specifications |
| | 2.4 | Finish blind assembly according to work instructions |
| 3. Finalise assembly | 3.1 | Check that assembled blind complies with quality and work order requirements, and rectify identified deficiencies within scope of own role or report to designated personnel |
| | 3.2 | Clean assembled blind according to workplace procedures |
| | 3.3 | Check tools and equipment, and tag and report faulty items according to workplace procedures |
| | 3.4 | Clean, maintain and store remaining tools and equipment according to workplace procedures |
| | 3.5 | Clean work area and surfaces, and dispose of waste safely and sustainably according to workplace procedures |
| | 3.6 | Legibly complete and process required workplace documentation according to workplace procedures |


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# Foundation Skills

| This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency. | |
|---|---|
| Numeracy skills to: | • interpret, discuss and use mathematical information embedded in blind specifications, work orders and instructions<br>• use mathematical information to estimate and measure assembly requirements, including required tolerances |
| Oral communication skills to: | • communicate ideas and information to confirm work requirements and specifications and report work outcomes and problems:<br>• speaking clearly<br>• asking questions to gain information |
| Reading skills to: | • interpret routine workplace documentation, including:<br>• WHS requirements and procedures<br>• workplace assembly requirements and operator instructions<br>• work orders and instructions<br>• blind specifications, including design, size and quantity |

# Unit Mapping Information

Release 1. New unit of competency. No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFBA3012 Assemble interior blinds

## Modification History

Release 1. New unit of competency.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements, performance criteria, and foundation skills of this unit, which must include the ability to:

- safely and correctly assemble three of the following interior blinds:
  - aluminium, plastic or timber Venetian
  - pleated style
  - roll-up or pull-down
  - roller
  - wood-weave Roman
  - vertical.

In the course of each of the above assemblies, the person must:

- interpret work order, and locate required materials, tools and equipment
- select and set up required product and components according to manufacturer specifications and workplace procedures and quality requirements
- apply safe lifting and handling procedures
- follow work instructions and safe operating procedures to:
  - minimise risk of injury to self and others
  - prevent damage to tools, equipment and products
  - maintain required production output and quality
  - use hand and power tools safely
  - use personal protective equipment (PPE)
- report material faults, damaged products and equipment
- use and dispose of waste sustainably
- avoid backtracking, work flow interruptions and wastage.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- features of assembly work orders and supplier instructions relating to the blinds in the performance evidence, and how to identify and interpret key information


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- work order requirements, and industry-accepted quality indicators and requirements, relating to assembly work described in performance evidence:
  - key requirements of Australian standards and codes of practice for assembly
  - safety considerations and potential dangers associated with incorrect assembly
  - cutting patterns and sequences
  - identifying work process problems and resolving within scope of own role
- work health and safety (WHS) legislation, regulations, standards, codes of practice and procedures specific to assembly work described in performance evidence:
  - legislation and codes of practice relating to child safety mechanisms
  - controlling hazards and risks
  - eliminating hazardous materials and substances
  - using firefighting equipment and first aid equipment
  - using personal protective equipment:
    - hearing protection
    - protective clothing and head wear
    - respiratory protection
    - safety footwear
    - safety glasses and goggles
- workplace procedures relating to:
  - communication channels and protocols
  - manual handling, including lifting and carrying
  - safely cutting and assembling blinds
  - following manufacturer instructions and procedures
  - responding to emergencies and evacuations
  - cleaning and storing completed assembled blinds
  - storing surplus unused items
  - assessing condition of cutting tools
  - tagging and reporting faulty tools and equipment
  - disposing of waste safely and in an environmentally sustainable manner
  - recycling and re-use guidelines
  - using, cleaning, maintaining and storing tools and equipment
  - recording and reporting assembly information
- techniques for measuring, cutting, setting up and assembling blinds described in performance evidence that:
  - conform to quality requirements
  - comply with supplier instructions and manufacturer specifications
  - maximise the appearance of the finished work
  - provide for the most economical use of materials and labour
- mathematical methods for estimating and measuring assembly materials and openings, including factoring in required tolerances


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- types of common problems that occur during assembly, and how to avoid and respond
- systems for storing and labelling materials required for assembly work
- types, characteristics, terminology, uses, maintenance and limitations of the following items required for the assembly described in performance evidence:
  - blind components and materials
  - operating mechanisms required for type of blind being assembled
  - fittings and attachments, including threads
  - tools and equipment used to assemble blinds, and procedures for their safe use, operation and maintenance:
    - cutting tools
    - cutting bench
    - saws
- documentation requirements for assembly work described in performance evidence.

## Assessment Conditions

Assessment must occur in the workplace, or in a simulated environment that reflects workplace conditions and contingencies.

Access is required to tools, materials, equipment and specifications for the assembly described in the performance evidence above, including:

- blinds specified in the performance evidence
- PPE applicable to job requirements
- WHS documentation specific to the assembly
- tools and equipment specified in the knowledge evidence
- workplace documentation required for each assembly process, including:
  - work orders
  - workplace procedures
  - supplier instructions and manufacturer specifications.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFBA3014 Assemble pelmets

## Modification History

Release 1. Supersedes and is equivalent to MSFBA3008 Construct pelmets.

## Application

This unit of competency describes the skills and knowledge required to cut, prepare and assemble pelmet components for interior blind installations according to job requirements. The unit involves planning job requirements, identifying required pelmets and components to be used, and applying workplace procedures to ensure safe and correct assembly. The unit does not involve installing pelmets.

The unit applies to those assembling pelmets for any interior residential or commercial environment. The pelmets may be for a range of interior blinds, including aluminium, plastic or timber Venetian blinds; and Roman, roller or vertical blinds.

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

## Pre-requisite Unit

Not applicable.

## Unit Sector

Blinds and awnings.

## Elements and Performance Criteria

| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| 1. Prepare for pelmet assembly | 1.1 | Identify job and pelmet requirements from work order and supplier instructions |
| | 1.2 | Identify work health and safety (WHS) and personal protection requirements of assembly according to workplace procedures |
| | 1.3 | Identify and select required materials, hardware, components, tools and equipment based on work order, and check their safe and effective operation |


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| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| | 1.4 | Plan logical, safe and efficient work sequence that reflects work order and quality requirements, and economically uses materials |
| 2. Prepare and assemble pelmet components | 2.1 | Set up required materials and equipment in line with work instructions and manufacturer specifications |
| | 2.2 | Measure and cut components to specification and lay out ready for assembly according to workplace procedures |
| | 2.3 | Assemble components according to work instructions |
| | 2.4 | Monitor work operations to identify problems and resolve within scope of own role or report to designated personnel in line with workplace procedures |
| 3. Finalise assembly | 3.1 | Check that completed assembled pelmet complies with quality and work order requirements, and rectify identified deficiencies within scope of own role |
| | 3.2 | Clean, package and store completed pelmet according to workplace procedures |
| | 3.3 | Check tools and equipment, and tag and report faulty items according to workplace procedures |
| | 3.4 | Clean, maintain and store remaining tools and equipment according to workplace procedures |
| | 3.5 | Clean work area and surfaces, and dispose of waste safely and sustainably according to workplace procedures |
| | 3.6 | Legibly complete and process required workplace documentation according to workplace procedures |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency.


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| This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency. | |
|---|---|
| Numeracy skills to: | • interpret, discuss and use mathematical information in pelmet specifications, work orders and instructions<br>• use mathematical information to estimate and measure assembly requirements, including required tolerances |
| Oral communication skills to: | • communicate ideas and information to confirm work requirements and specifications and report work outcomes and problems:<br>  • speaking clearly<br>  • asking questions to gain information |
| Reading skills to: | • interpret routine workplace documentation, including:<br>  • WHS requirements and procedures<br>  • assembly requirements<br>  • work orders and pelmet specifications, including design, size, colour and quantity |

# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSFBA3008 Construct pelmets.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFBA3014 Assemble pelmets

## Modification History

Release 1. Supersedes and is equivalent to MSFBA3008 Construct pelmets.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements, performance criteria, and foundation skills of this unit, which must include the ability to:

- cut pelmet component materials according to work orders to within +/- 1 mm and safely and correctly assemble pelmets for at least four of the following different styles of internal blinds:
- aluminium Venetian blinds
- plastic or timber Venetian blinds
- roller blinds
- Roman blinds
- vertical blinds.

One of the above four assemblies must be for a bay window, box bay window or corner window.

In the course of the four assemblies, the following pelmets must be assembled:

- metal
- timber
- wood weave.

In the course of each of the above assemblies, the person must:

- interpret work order and locate required materials, tools and equipment
- select and set up required product and components according to manufacturer specifications, workplace procedures and quality requirements
- apply safe lifting and handling procedures
- follow work instructions and safe operating procedures to:
  - minimise risk of injury to self and others
  - prevent damage to tools, equipment and products
  - maintain required production output and quality
  - use hand and power tools safely
  - use personal protective equipment (PPE)
- use and dispose of waste sustainably
- avoid backtracking, work flow interruptions and wastage
- identify and resolve routine problems and faults encountered.


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# Knowledge Evidence

There must be evidence the candidate has knowledge of:

- features of assembly work orders and supplier instructions relating to the pelmets in the performance evidence, and how to identify and interpret key information
- work order requirements, and industry-accepted quality indicators and requirements, relating to assembly work described in performance evidence:
  - key requirements of Australian standards and codes of practice for assembly
  - safety considerations and potential dangers associated with incorrect assembly
  - cutting patterns and sequences
  - typical work process problems and ways of resolving within scope of own role
- work health and safety (WHS) regulations, standards, procedures and practices specific to assembly work described in performance evidence:
  - controlling hazards and risks
  - eliminating hazardous materials and substances
  - using firefighting equipment and first aid equipment
  - using personal protective equipment:
    - hearing protection
    - protective clothing and head wear
    - respiratory protection
    - safety footwear
    - safety glasses and goggles
- workplace procedures relating to:
  - communication channels and protocols
  - manual handling, including lifting and carrying
  - safely cutting and assembling pelmets
  - following manufacturer instructions and procedures
  - responding to emergencies and evacuations
  - cleaning, packaging and storing completed assembled pelmets
  - storing surplus unused items
  - assessing condition of cutting tools
  - tagging and reporting faulty tools and equipment
  - disposing of waste safely and in an environmentally sustainable manner
  - recycling and re-use guidelines
  - using, cleaning, maintaining and storing tools and equipment
  - recording and reporting assembly information
- techniques for measuring, cutting, setting up and assembling blinds described in performance evidence that:
  - conform to quality requirements
  - comply with supplier instructions and manufacturer specifications
  - maximise the appearance of finished work


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    - provide for economical use of materials and labour
- mathematical methods for estimating and measuring assembly materials and openings, including factoring in required tolerances
- types of common problems that occur during assembly, and how to avoid and respond
- systems for storing and labelling materials required for assembly work and assembled pelmets
- types, characteristics, terminology, uses, maintenance and limitations of the following items required for the assembly described in performance evidence:
    - pelmet components and materials
    - operating mechanisms
    - fittings and attachments
    - tools and equipment:
        - cutting tools
        - drills
        - glue guns
        - hammers
        - pop rivet guns
        - saws
        - screwdrivers
    - hardware:
        - screws
        - nails
        - pop rivets
- documentation requirements for assembly work described in performance evidence.

# Assessment Conditions

Assessment must occur in the workplace, or in a simulated environment that reflects workplace conditions and contingencies.

Access is required to tools, materials, equipment and specifications for the assembly described in the performance evidence above, including:

- pelmets for blinds specified in the performance evidence
- PPE applicable to job requirements:
    - hearing protection
    - protective clothing and head wear
    - respiratory protection
    - safety footwear
    - safety glasses or goggles
- WHS documentation specific to the assembly
- tools and equipment specified in the knowledge evidence
- workplace documentation required for each assembly process, including:


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- work orders
- workplace procedures
- supplier instructions and manufacturer specifications.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFBA3015 Install louvre shutters

## Modification History

Release 1. Supersedes but is not equivalent to MSFBA3003 Install timber shutters.

## Application

This unit of competency describes the skills and knowledge required to identify work requirements and then install louvre shutters according to job requirements. The unit involves planning job requirements, identifying required shutter products to be used and their measurements and fasteners, and applying workplace procedures to ensure their safe and correct installation.

The unit applies to those installing interior and exterior louvre shutters in residential and commercial environments. The shutters may be installed on a range of surfaces, including aluminium, ceramic tiles, porcelain tiles, concrete, masonry, plasterboard and timber.

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

## Pre-requisite Unit

Not applicable.

## Unit Sector

Blinds and awnings.

## Elements and Performance Criteria

| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| 1. Prepare for installation of louvre shutters | 1.1 | Identify job and shutter requirements from work order and supplier instructions |
| | 1.2 | Complete a check measure on site and document required product specifications and specific access and installation requirements |
| | 1.3 | Identify work health and safety (WHS) and personal protection requirements of installation according to workplace procedures |


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| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| | 1.4 | Identify and select required materials, tools, equipment and accessories based on work order, and check their safe and effective operation |
| | 1.5 | Schedule installation and agree access arrangements to site |
| | 1.6 | Plan logical, safe and efficient work sequence that reflects work order and quality requirements |
| 2. Install louvre shutters | 2.1 | Inspect installation site in consultation with customer, confirm type of shutter to be installed, and address job, site and customer-specific technical and safety requirements |
| | 2.2 | Set up required materials, equipment and shutter mechanisms in line with work instructions and manufacturer specifications |
| | 2.3 | Fit shutter to opening according to work order and manufacturer specifications |
| | 2.4 | Fasten shutter according to shutter type, work order and opening surface; and using fastening tools in line with supplier instructions and workplace procedures |
| | 2.5 | Test installed shutter for correct operation within limits of normal operation, and adjust and repair performance problems in line with own level of responsibility |
| 3. Finalise installation | 3.1 | Check that completed work complies with quality and work order requirements, and rectify identified deficiencies within scope of own role |
| | 3.2 | Clean work area and surfaces, and dispose of waste safely and sustainably according to workplace procedures |
| | 3.3 | Identify and store surplus unused items for re-use and recycling according to workplace procedures |
| | 3.4 | Check tools and equipment, and tag and report faulty items according to workplace procedures |
| | 3.5 | Clean and store remaining tools and equipment according to workplace procedures |


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| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| | 3.6 | Advise customer on correct operation and maintenance of louvre shutters |
| | 3.7 | Legibly complete and process required workplace and customer documentation according to workplace requirements |

# Foundation Skills

| This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency. | |
|---|---|
| Numeracy skills to: | • interpret, discuss and use mathematical information in routine workplace documentation<br>• process customer documentation, including required invoicing and receipting<br>• keep records of hours worked, quantity of items used and additional routine costs<br>• estimate and measure materials and installation spaces, including factoring in required tolerances |
| Oral communication skills to: | • discuss and negotiate site access, installation requirements, and correct operation of louvre shutters with a range of customers, including real estate agents, body corporate representatives, builders, home owners, and tenants:<br>  • speaking clearly<br>  • applying effective listening techniques<br>  • asking questions to gain information |
| Reading skills to: | • interpret routine workplace documentation, including work orders, WHS requirements and workplace installation procedures |

# Unit Mapping Information

Release 1. Supersedes but is not equivalent to MSFBA3003 Install timber shutters.


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# Links

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# Assessment Requirements for MSFBA3015 Install louvre shutters

## Modification History

Release 1. Supersedes but is not equivalent to MSFBA3003 Install timber shutters.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements, performance criteria, and foundation skills of this unit, which must include the ability to:

- safely and correctly install one of each of the following types of louvre shutters:
  - one interior louvre shutter for a residential building
  - one interior louvre bi-fold shutter for either a residential or commercial building
  - one interior louvre bi-pass shutter for either a residential or commercial building
  - one special-shaped interior louvre shutter for either a residential or commercial building, based on the template created by candidate for that purpose
  - one exterior louvre shutter for a residential building
  - one exterior louvre shutter for a commercial building.

One of the above interior installations must be in a bay window, box bay window, or corner window.

One of the above exterior installations must be above ground level and demonstrate the safe and correct use of lifting equipment.

In the course of each of the above installations, the person must:

- interpret work order and locate and use materials, tools and equipment required for the installation
- apply safe lifting and handling procedures
- follow work instructions and safe operating procedures to:
  - minimise risk of injury to self and others
  - prevent damage to site, tools, equipment and products
  - maintain required production output and quality
  - use hand and power tools safely
  - use personal protective equipment (PPE)
- use and dispose of waste sustainably
- avoid backtracking, work flow interruptions and wastage
- identify and resolve routine problems and faults encountered
- work with others, recognising dependencies and using cooperative approaches to optimise work flow and productivity.


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# Knowledge Evidence

There must be evidence the candidate has knowledge of:

- features of installation work orders and supplier instructions relating to the types of louvre shutters in the performance evidence, and how to identify and interpret key information
- work order requirements, and industry-accepted quality indicators and requirements, relating to installations described in performance evidence:
  - key requirements of Australian standards and codes of practice for individual installers
  - building code requirements specific to installation described in performance evidence
  - safety considerations and potential dangers associated with incorrect installation
  - wind zoning requirements relating to exterior louvre shutters
- operation and maintenance requirements of louvre shutters in performance evidence
- emerging trends in installing louvre shutters, including new materials used and their associated energy ratings and fire retardant attributes
- work health and safety (WHS) procedures, practices and regulations specific to installations described in performance evidence:
  - controlling hazards and risks
  - eliminating hazardous materials and substances
  - managing rain and wind resistance during installation
  - using firefighting equipment and first aid equipment
  - operating lifting equipment
  - using personal protective equipment
- workplace procedures relating to:
  - communicating work requirements with customers
  - scheduling installation
  - accessing and inspecting installation sites
  - manual handling, including lifting and carrying
  - safely installing and fastening louvre shutters
  - tagging and reporting faulty tools and equipment
  - disposing of waste safely and in an environmentally sustainable manner
  - recycling and re-use guidelines
  - cleaning and storing tools and equipment
  - storing surplus unused items
  - recording and reporting installation information
  - presenting invoices, and collecting and receipting payments
- techniques for installing electric and manual shutter control devices:
  - electric, including radio-controlled remote devices and photocell sensor devices using 240V mains power, and 12V rechargeable solar and battery-operated control
  - manual, including winders and straps
- effect of site characteristics and access restrictions on installation equipment selection and use


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- techniques for installing and fastening louvre shutters described in performance evidence, including:
  - on surfaces made of:
    - aluminium
    - ceramic and porcelain tiles
    - concrete
    - masonry
    - plasterboard
    - timber
  - fastening agents:
    - adhesive tape
    - nails
    - screws
  - installing and fastening that:
    - conform to quality requirements
    - comply with supplier instructions and manufacturer specifications
    - maximise appearance of the finished work
    - provide for the most economical use of materials and labour
- mathematical methods for estimating and measuring materials and installation spaces, including factoring in required tolerances
- types of common problems that occur during installation, and how to avoid and respond
- types, characteristics, uses, maintenance and limitations of the following items required for the installations described in performance evidence:
  - products and materials specific to louvre shutter installation:
    - fastening products, including adhesive tape, Dyna Bolts, masonry anchors, nails, nuts and bolts and screws
    - fillers, including caulking, cover strips and filler strips
    - shutter hardware, including hinges and mounting brackets
    - track systems
  - tools and equipment:
    - hand tools, including caulking gun, scissors, screwdrivers and tape measure
    - power tools, including coping saw, docking saw, jigsaw and power drill
    - equipment, including ladders, drop sheets, barriers, cones, signs and lifting equipment
- documentation requirements for installation work described in performance evidence.

# Assessment Conditions

Assessment must occur in the workplace, or in a simulated environment that reflects workplace conditions and contingencies.


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Access is required to tools, materials, equipment and specifications for the installation described in the performance evidence above, including:

- louvre shutters requiring installation as specified in the performance evidence
- PPE applicable to job requirements
- WHS documentation specific to the installation
- tools and equipment specified in the knowledge evidence
- workplace documentation required for each installation, including:
  - work quotations and work orders
  - workplace procedures specified in the knowledge evidence
  - supplier instructions and manufacturer specifications
  - customer care cards
  - customer invoices and receipts
  - time sheets.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFBA3016 Install awnings

## Modification History

Release 1. Supersedes but is not equivalent to MSFBA3002 Install exterior blinds and awnings.

## Application

This unit of competency describes the skills and knowledge required to install awnings according to job requirements. The unit involves planning job requirements, identifying required products to be used and their measurements and fasteners, and applying workplace procedures to ensure safe and correct installation.

The unit applies to those installing awnings in residential and commercial environments. The style of awning to be installed may be aluminium roll-up, folding-arm, metal-hooded canopy, textile canopy or metal louvre. The material used in the awnings may be light-weight domestic, heavy-weight commercial, fire-rated or cyclone-rated. The awnings may be installed in a range of openings, including windows; fixed and sliding doors; and building entrances. They may be installed on a range of surfaces, including aluminium, concrete, masonry, plasterboard, steel and timber.

Where installed control devices involve wiring to be connected to mains power, electrical work must be completed by a qualified licensed electrician.

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

## Pre-requisite Unit

Not applicable.

## Unit Sector

Blinds and awnings.

## Elements and Performance Criteria

| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| 1. Prepare for installation of awning | 1.1 | Identify job and awning requirements from work order and supplier instructions |



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| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| | 1.2 | Complete a check measure on site and document required product specifications and specific access and installation requirements |
| | 1.3 | Identify work health and safety (WHS) and personal protection requirements of installation according to workplace procedures |
| | 1.4 | Identify and select required materials, tools, equipment and accessories based on work order, and check their safe and effective operation |
| | 1.5 | Schedule installation and agree access arrangements to site |
| | 1.6 | Plan logical, safe and efficient work sequence that reflects work order |
| 2. Install awning | 2.1 | Inspect installation site in consultation with customer, confirm type of awnings to be installed, and address job, site and customer-specific technical and safety requirements |
| | 2.2 | Set up required materials, equipment and awning mechanisms in line with work instructions and manufacturer specifications |
| | 2.3 | Fit awnings to openings according to work order, type of control system and manufacturer specifications |
| | 2.4 | Fix awnings according to type, work order and opening surface using fixing hardware in line with supplier instructions and workplace procedures |
| | 2.5 | Test installed awnings for correct operation within limits of normal operation, and adjust and repair performance problems in line with own level of responsibility |
| 3. Finalise installation | 3.1 | Check that completed work complies with quality and work order requirements, and rectify identified deficiencies |
| | 3.2 | Clean work area and surfaces, and dispose of waste safely and sustainably according to workplace procedures |
| | 3.3 | Identify and store surplus unused items for re-use and recycling according to workplace procedures |


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| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| | 3.4 | Check tools and equipment, and tag and report faulty items according to workplace procedures |
| | 3.5 | Clean and store remaining tools and equipment according to workplace procedures |
| | 3.6 | Advise customer on correct operation and maintenance of awnings |
| | 3.7 | Legibly complete and process required workplace and customer documentation |

# Foundation Skills

| This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency. | |
|---|---|
| Numeracy skills to: | • interpret, discuss and use mathematical information in routine workplace documentation<br>• process customer documentation, including required invoicing and receipting<br>• keep records of hours worked, quantity of items used and additional routine costs<br>• estimate and measure installation openings, including factoring in required tolerances |
| Oral communication skills to: | • discuss and negotiate site access, installation requirements, and correct operation of awnings with a range of customers, including real estate agents, body corporate representatives, builders, home owners, and tenants:<br>• speaking clearly<br>• applying effective listening techniques<br>• asking questions to gain information |
| Reading skills to: | • interpret routine workplace documentation, including work orders, WHS requirements and workplace installation procedures |


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# Unit Mapping Information

Release 1. Supersedes but is not equivalent to MSFBA3002 Install exterior blinds and awnings.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFBA3016 Install awnings

## Modification History

Release 1. Supersedes but is not equivalent to MSFBA3002 Install exterior blinds and awnings.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements, performance criteria, and foundation skills of this unit, which must include the ability to:

- safely and correctly install one of each of the following types of exterior awnings:
  - one manual pull-down awning for a residential building
  - one motorised roll-up awning for a commercial building
  - one awning for a residential building that is either a metal hooded canopy or a textile canopy
  - one folding-arm awning for a commercial building that is fitted with an electric wind sensor control device.

One of the above installations must be above ground level and demonstrate the safe and correct use of lifting equipment.

One of the above motorised control devices must be a 240V device connected to mains power; and one a 12V rechargeable solar or battery-operated device.

In the course of each of the above installations, the person must:

- interpret work order and locate components, materials, tools and equipment required for the installation
- apply safe lifting and handling procedures
- follow work instructions and safe operating procedures to:
  - minimise risk of injury to self and others
  - prevent damage to site, tools, equipment and products
  - maintain required production output and quality
  - use fixing hardware, hand and power tools safely
  - use personal protective equipment (PPE)
- use and dispose of waste sustainably
- avoid backtracking, work flow interruptions, and wastage
- identify and resolve routine problems and faults encountered
- work with others, recognising dependencies and using cooperative approaches to optimise work flow and productivity.

In installing the suite of awnings, the candidate must demonstrate the ability to:

- install in at least two of the following different openings:
  - door or window


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  - sliding door
  - wide-span opening 3 metres or above
- fasten to at least two of the following different surfaces:
  - aluminium
  - concrete
  - masonry
  - plasterboard
  - steel
  - timber.

# Knowledge Evidence

There must be evidence the candidate has knowledge of:

- features of installation work orders and supplier instructions relating to the types of awnings in the performance evidence, and how to identify and interpret key information
- work order requirements, and industry-accepted quality indicators and requirements, relating to installations described in performance evidence:
  - key requirements of Australian standards and codes of practice for individual installers
  - building code requirements specific to installation described in performance evidence
  - safety considerations and potential dangers associated with incorrect installation
  - wind zoning requirements
- operation and maintenance requirements of awnings in performance evidence
- emerging trends in installing awnings, including new materials used in face, reveal and packing and their associated energy ratings and fire retardant attributes
- work health and safety (WHS) procedures, practices and regulations specific to installations described in performance evidence:
  - controlling hazards and risks
  - eliminating hazardous materials and substances
  - managing rain and wind resistance during installation
  - using firefighting equipment and first aid equipment
  - operating lifting equipment
  - using personal protective equipment
- workplace procedures relating to:
  - communicating work requirements with customers
  - scheduling installation
  - accessing and inspecting installation sites
  - manual handling, including lifting and carrying
  - safely installing and fastening awnings
  - tagging and reporting faulty tools and equipment
  - disposing of waste safely and in an environmentally sustainable manner
  - recycling and re-use guidelines


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    - cleaning and storing tools and equipment
    - storing surplus unused items
    - recording and reporting installation information
    - presenting invoices, and collecting and receipting payments
- techniques for installing electric and manual control devices:
    - electric, including radio-controlled remote devices and photocell sensor devices using 240V mains power, and 12V rechargeable solar and battery-operated control
    - manual, including wands and pull sticks
- effect of site characteristics and access restrictions on installation equipment selection and use
- techniques for installing and fastening awnings described in performance evidence, including:
    - in openings made of:
        - aluminium
        - concrete
        - masonry
        - plasterboard
        - steel
        - timber
    - installing and fixing that:
        - conform to quality requirements
        - comply with supplier instructions and manufacturer specifications
        - maximise the appearance of the finished work
        - provide for the most economical use of materials and labour
- mathematical methods for estimating and measuring installation openings, including factoring in required tolerances
- requirements and procedures for using qualified licensed electricians when installation and control devices involve mains power
- types of common problems that occur during installation, and how to avoid and respond
- types, characteristics, uses, maintenance and limitations of the following items required for the installations described in performance evidence:
    - awning products and materials
    - special application brackets
    - operating mechanisms required for type of awnings being installed, including radio-controlled remote devices and photocell sensor devices
    - specialised fixing hardware used for the different types of awnings:
        - Dyna Bolts
        - masonry anchors
        - mounting brackets
        - nuts and bolts
        - screws, including hex screws


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- tools and equipment:
  - hand tools, including drills, screwdrivers, hex keys and snip cutters
  - power tools, including 240V mains connected and 12V rechargeable solar and battery-operated
  - equipment, including ladders, drop sheets, barriers, cones, signs and lifting equipment
- documentation requirements for installation work described in performance evidence.

## Assessment Conditions

Assessment must occur in the workplace, or in a simulated environment that reflects workplace conditions and contingencies.

Access is required to tools, materials, equipment and specifications for the installation described in the performance evidence above, including:

- awnings requiring installation as specified in the performance evidence
- PPE applicable to job requirements
- WHS documentation specific to the installation
- fixing hardware, tools and equipment specified in the knowledge evidence
- control devices for awnings being installed
- workplace documentation required for each installation, including:
  - work orders, customer orders, job cards and work quotations
  - workplace procedures specified in the knowledge evidence
  - supplier instructions and manufacturer specifications
  - customer care cards
  - customer invoices and receipts
  - time sheets.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFBA3017 Install interior blinds

## Modification History

Release 1. Supersedes and is equivalent to MSFBA3001 Install interior blinds.

## Application

This unit of competency describes the skills and knowledge required to identify work requirements and then install interior blinds according to specifications. The unit involves planning job requirements, identifying required blind products, fittings, and attachments to be used, and applying workplace procedures to ensure their safe and correct installation

The unit applies to those installing blinds in any interior space of residential and commercial environments. The style of blinds to be installed includes aluminium, plastic or timber Venetian, Roman, roller, and vertical blinds. The blinds may be installed on a range of surfaces, including concrete, masonry, plasterboard and timber.

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

## Pre-requisite Unit

Not applicable.

## Unit Sector

Blinds and awnings.

## Elements and Performance Criteria

| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| 1. Prepare for installation of interior blind | 1.1 | Identify job and blind requirements from work order and supplier instructions |
| | 1.2 | Identify work health and safety (WHS) and personal protection requirements of installation according to workplace procedures |
| | 1.3 | Identify and select required materials, tools, equipment and accessories based on work order, and check their safe and |


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| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| | | effective operation |
| | 1.4 | Schedule installation and agree access arrangements to site |
| | 1.5 | Plan logical, safe and efficient work sequence that reflects work order and quality requirements |
| 2. Install interior blind | 2.1 | Inspect installation site in consultation with customer, confirm blind to be installed, and address job, site and customer-specific technical and safety requirements |
| | 2.2 | Set up required materials, equipment and blind mechanisms in line with work instructions and manufacturer specifications |
| | 2.3 | Fit pelmets and cord brackets using required hardware and adjust to suit blind operation according to workplace procedures |
| | 2.4 | Fit blind and pulley according to work order, design requirements and manufacturer specifications |
| | 2.5 | Test installed blind for correct operation within limits of normal operation, and adjust and repair performance problems in line with own level of responsibility |
| 3. Finalise installation | 3.1 | Check that completed work complies with quality and work order requirements and rectify identified deficiencies |
| | 3.2 | Clean work area and surfaces, and dispose of waste safely and sustainably according to workplace procedures |
| | 3.3 | Identify and store surplus unused items for re-use and recycling according to workplace procedures |
| | 3.4 | Check tools and equipment, and tag and report faulty items according to workplace procedures |
| | 3.5 | Clean and store remaining tools and equipment according to workplace procedures |
| | 3.6 | Advise customer on correct operation and maintenance of blind |
| | 3.7 | Legibly complete and process required workplace and customer documentation according to workplace procedures |


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# Foundation Skills

| This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency. | |
|---|---|
| Numeracy skills to: | • interpret, discuss and use mathematical information in routine workplace documentation<br>• process customer documentation, including required invoicing and receipting<br>• keep records of hours worked, quantity of items used and additional routine costs<br>• estimate and measure installation materials and spaces, including factoring in required tolerances |
| Oral communication skills to: | • discuss and negotiate site access, installation requirements and correct operation of blinds with a range of customers, including real estate agents, body corporate representatives, builders, home owners, and tenants:<br>• speaking clearly<br>• applying effective listening techniques<br>• asking questions to gain information |
| Reading skills to: | • interpret routine workplace documentation, including work orders, WHS requirements and workplace installation procedures |

# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSFBA3001 Install interior blinds.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFBA3017 Install interior blinds

## Modification History

Release 1. Supersedes and is equivalent to MSFBA3001 Install interior blinds.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements, performance criteria, and foundation skills of this unit, which must include the ability to:

- safely and correctly install at least four of the following interior blinds:
  - aluminium Venetian blinds
  - plastic or timber Venetian blinds
  - roller blinds
  - Roman blinds
  - vertical blinds.

One of the above four installations must be in a bay window, box bay window, or corner window or door.

In the course of each of the above installations, the person must:

- interpret work order and locate materials, tools and equipment required for the installation
- apply safe lifting and handling procedures
- follow work instructions and safe operating procedures to:
  - minimise risk of injury to self and others
  - prevent damage to site, tools, equipment and products
  - maintain required production output and quality
  - use hand and power tools safely
  - use personal protective equipment (PPE)
- use and dispose of waste sustainably
- avoid backtracking, work flow interruptions and wastage
- identify and resolve routine problems and faults encountered
- work with others, recognising dependencies and using cooperative approaches to optimise work flow and productivity.

In installing the suite of blinds, the candidate must also demonstrate the ability to install on the following surfaces:

- concrete or masonry
- plasterboard or timber.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:


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- features of installation work orders and supplier instructions relating to the styles of interior blinds in the performance evidence, and how to identify and interpret key information
- work order requirements, and industry-accepted quality indicators and requirements, relating to installations described in performance evidence:
  - key requirements of Australian standards and codes of practice for individual installers
  - consumer product safety standards and requirements associated with domestic corded internal window blinds
  - safety considerations and potential dangers associated with incorrect installation
- operation and maintenance requirements of blinds in performance evidence
- emerging trends in installing interior blinds, including new materials and their associated energy ratings and fire retardant attributes
- work health and safety (WHS) procedures, practices and regulations specific to installations described in performance evidence:
  - controlling hazards and risks
  - eliminating hazardous materials and substances
  - using firefighting equipment and first aid equipment
  - using personal protective equipment
- workplace procedures relating to:
  - communicating work requirements with customers
  - scheduling installation
  - accessing and inspecting installation sites
  - manual handling, including lifting and carrying
  - safely installing and securing blinds
  - tagging and reporting faulty tools and equipment
  - disposing of waste safely and in an environmentally sustainable manner
  - recycling and re-use guidelines
  - cleaning and storing tools and equipment
  - storing surplus unused items
  - recording and reporting installation information
  - presenting invoices, and collecting and receipting payments
- techniques for installing and securing blinds described in performance evidence that include attachment processes that:
  - conform to quality requirements
  - comply with supplier instructions and manufacturer specifications
  - maximise the appearance of the finished work
  - provide for economical use of materials and labour
- effect of site characteristics and access restrictions on equipment selection and use
- mathematical methods for estimating and measuring installation materials and spaces, including factoring in required tolerances
- types of common problems that occur during installation, and how to avoid and respond


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- tools and equipment required for the installations described in performance evidence:
  - hand tools, including drills, hammers, ladders and screwdrivers
  - power tools required to install interior blinds described in performance evidence
  - equipment, including drop sheets and ladders
  - materials, including bolts, masonry anchors, nails and screws
  - fittings and attachments, including mounting brackets and operating mechanisms
- systems for storing and labelling materials required for the installation work
- types, characteristics, uses, maintenance, and limitations of the following items required for the installations described in performance evidence:
  - blind products and materials
  - operating mechanisms required for style of interior blind being installed
  - fittings and attachments
  - tools and equipment
- documentation requirements for installation work described in performance evidence.

## Assessment Conditions

Assessment must occur in the workplace, or in a simulated environment that reflects workplace conditions and contingencies.

Access is required to tools, materials, equipment and specifications for the installation described in the performance evidence above, including:

- blind styles requiring installation and installation locations specified in the performance evidence
- PPE applicable to job requirements
- WHS documentation specific to the installation
- tools and equipment specified in the knowledge evidence
- workplace documentation required for each installation, including:
  - work orders, customer orders, job cards and work quotations
  - workplace procedures specified in the knowledge evidence
  - supplier instructions and manufacturer specifications
  - customer invoices and receipts
  - time sheets.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFBA3018 Assess suitability of blinds and awnings

## Modification History

Release 1. No equivalent unit. Supersedes but is not equivalent to MSFBA3010 Assess suitability of blinds or awnings.

## Application

This unit of competency describes the skills and knowledge required to assess the suitability of blinds and awnings in a range of environments taking into account building structure, natural environmental constraints, regulations and legislation.

The unit applies in those assessing the suitability of blinds and awnings for both residential and commercial environments in small to large scale enterprises.

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

## Pre-requisite Unit

Not applicable.

## Unit Sector

Blinds and awnings

## Elements and Performance Criteria

| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| 1. Develop and maintain knowledge of blind and awning products | 1.1 | Research and analyse information on characteristics of blind and awning product and component characteristics |
| | 1.2 | Collect and organise materials, product samples and visual aids for future retrieval and use |
| | 1.3 | Research and analyse information on building styles, building codes, regulations and legislation required for assessing suitability of blind and awning products |
| 2. Assess suitability of | 2.1 | Review work instructions to establish customer requirements |


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| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| blind and awning products for customer requirements, and building and location | 2.2 | Inspect location for product observing work health and safety (WHS) requirements |
| | 2.3 | Assess restrictions and limitations of building and natural environment |
| | 2.4 | Assess restrictions and limitations of blind and awning products |
| 3. Provide advice to customer following assessment on suitability of blind and awning products | 3.1 | Explain characteristics of product to customer using sample materials, visual aids and product specifications |
| | 3.2 | Explain building covenant and other regulations and legislative requirements relevant to product, building and location to customer |
| | 3.3 | Select range of suggested product styles and materials, and present to customer for evaluation |
| | 3.4 | Discuss and respond to customer queries using examples to illustrate advice on finished products |
| 4. Finalise assessment | 4.1 | Return sample products to storage |
| | 4.2 | Prepare report of recommended product costing and overall estimate |
| | 4.3 | Present assessment and costing information to customer |

# Foundation Skills

| This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency. | |
|---|---|
| Numeracy skills to: | • interpret, use and discuss mathematical information in workplace documentation<br>• use a blend of personal ‘in-the-head’ methods and formal methods to calculate routine and familiar costs<br>• use a calculator to calculate and compare costs of blinds and awnings |


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| This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency. | |
|---|---|
| | • estimate and measure blinds, awnings and their installation locations |
| Oral communication skills to: | • greet and interact with customers in a professional manner<br>• use questioning and active listening techniques to identify and clarify customer requirements<br>• express own opinion clearly using sufficiently broad vocabulary |
| Reading skills to: | • interpret at times complex workplace documentation, including building covenants and other regulations and legislative requirements specific to the assessment |
| Technology skills to: | • use ICT-based tools to access blind and awning product information<br>• organise and maintain product information in an easily accessible manner |
| Writing skills to: | • write simple notes of research findings<br>• legibly document assessment outcomes, including product costings |

# Unit Mapping Information

Release 1. No equivalent unit. Supersedes but is not equivalent to MSFBA3010 Assess suitability of blinds or awnings

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFBA3018 Assess suitability of blinds and awnings

## Modification History

Release 1. No equivalent unit. Supersedes but is not equivalent to MSFBA3010 Assess suitability of blinds or awnings.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements, performance criteria, and foundation skills of this unit, which must include the ability to:

- assess each of the following requirements for blinds and awnings, and provide a suitable and practical assessment in line with customer requirements:
  - awning in a residential property
  - exterior blinds in a multi-story commercial property
  - awning on a ground level commercial property abutting a natural feature of cultural significance
  - exterior blinds in a bushfire-prone location
- work with others, recognising dependencies and using cooperative approaches to optimise work flow and productivity.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- legislation, regulations, standards and codes of practice applicable to assessment of suitability of blinds and awnings described in the performance evidence:
  - codes relating to wind loads, fire attenuation and set backs
  - building covenants and heritage trust
  - body corporate requirements
  - environmental requirements and constraints
  - work health and safety (WHS) requirements
- standards and requirements specific to site, and policies and procedures for assessing suitability of blinds and awnings for situations
- sources of authoritative and current information on blinds and awnings specified in performance evidence
- types of tools and equipment used for assessing suitability of blinds and awnings for situations, and procedures for their safe use, operation and maintenance
- types and styles of buildings, and legislation that applies to their construction, modification and decoration
- terms used to describe components of blinds and awnings


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- sources of authoritative and current information on products relating to assessment services described in performance evidence
- workplace procedures relating to:
  - assessing suitability of blinds and awnings
  - customer service standards
  - communicating product information to customers, including presentation methods
  - recording and reporting outcomes of customer discussion
  - storing and retrieving product information
  - documenting, communicating, reporting and retrieving assessment-related information
- products suitable to customer location
- emerging trends in blinds and awnings, including new materials and their associated energy ratings and fire-retardant attributes
- key features and characteristics of products and components used in the construction and installation of blinds and awnings, including features described in:
  - product instructions and specification sheets
  - service conditions
  - manufacturer specifications
  - special requirements
- restrictions and limitations on suitability of blinds and awnings:
  - building, including materials, height, architectural integrity, structure and access
  - natural environment, including overhang, space and height
  - weather, including wind rating and rainfall
  - directional perspective, including north, south, east and west facing
- impact of the following customer requirements on suitability of blind and awning product:
  - advertising and branding
  - darkening effects
  - decoration
  - insulation
  - light dispersal
  - noise reduction
  - presenting a professional image
  - privacy
  - sun protection
  - weather protection
- principles and techniques of customer service
- mathematical methods for estimating and measuring blinds, awnings and their installation locations.


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# Assessment Conditions

Assessment must occur in the workplace, or in a simulated environment that reflects workplace conditions and contingencies.

Access is required to:

- authoritative sources of information relating to range of products that apply to assessment in performance evidence
- computer with access to the internet
- product samples, materials and visual aids relating to products, including:
  - magazines
  - photographs
  - software presentations
  - sketches
  - trade brochures
- legislation, regulations, standards, codes of practice and workplace procedures specified in knowledge evidence.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFBA3019 Assemble roller shutters

## Modification History

Release 1. New unit of competency.

## Application

This unit of competency describes the skills and knowledge required to identify and assemble roller shutters according to job requirements. The unit involves planning job requirements, identifying required shutter products to be assembled and their measurements, and applying workplace procedures to ensure safe and correct assembly. The unit does not involve installing the roller shutters.

The unit applies to those assembling residential and commercial roller shutters, which can include light-weight domestic, heavy-weight commercial, and fire-rated and cyclone-rated shutters. The shutters may be required for a range of openings, including windows, fixed and sliding doors, building entrances, and inside and exterior to buildings.

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

## Pre-requisite Unit

Not applicable.

## Unit Sector

Blinds and awnings

## Elements and Performance Criteria

| Elements<br>Elements describe the essential outcomes. | Performance Criteria<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| 1. Prepare to assemble roller shutters | 1.1 | Identify and confirm job requirements and style of shutter to be assembled from work order and supplier instructions |
| | 1.2 | Identify work health and safety (WHS) and personal protection requirements of assembly according to workplace procedures |
| | 1.3 | Select tools and equipment, and check their safe and effective operation |


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| Elements<br>Elements describe the essential outcomes. | Performance Criteria<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| | 1.4 | Select materials from stock and check against job requirements |
| | 1.5 | Plan logical, safe and efficient work sequence that reflects work order and quality requirements, and economically uses materials |
| 2. Assemble roller shutters | 2.1 | Source required materials, equipment and shutter mechanisms in line with work instructions and manufacturer specifications |
| | 2.2 | Lay out, measure, mark and cut materials for shutter according to workplace procedures |
| | 2.3 | Assemble component parts according to job requirements and manufacturer specifications |
| | 2.4 | Finish shutter assembly according to work instructions |
| 3. Finalise assembly | 3.1 | Check that assembled shutter complies with quality and work order requirements, and rectify identified deficiencies within scope of own role or report to designated personnel |
| | 3.2 | Clean assembled shutter according to workplace procedures |
| | 3.3 | Check tools and equipment, and tag and report faulty items according to workplace procedures |
| | 3.4 | Clean, maintain and store remaining tools and equipment according to workplace procedures |
| | 3.5 | Clean work area and surfaces, and dispose of waste safely and sustainably according to workplace procedures |
| | 3.6 | Legibly complete and process required workplace documentation according to workplace procedures |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency.


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| This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency. | |
|---|---|
| Numeracy skills to: | • interpret and discuss mathematical information in shutter specifications, work orders and instructions<br>• use mathematical information to correctly estimate and measure assembly requirements, including required tolerances |
| Oral communication skills to: | • communicate information to confirm work requirements and specifications and report work outcomes and problems:<br>• speaking clearly<br>• asking questions to gain information |
| Reading skills to: | • interpret routine workplace documentation, including:<br>• WHS requirements and procedures<br>• workplace assembly requirements and operator instructions<br>• work orders and instructions<br>• shutter specifications, including design, size and quantity |

# Unit Mapping Information

Release 1. New unit of competency. No equivalent unit

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFBA3019 Assemble roller shutters

## Modification History

Release 1. New unit of competency.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements, performance criteria, and foundation skills of this unit, which must include the ability to:

- safely and correctly assemble each of the following types of roller shutters:
  - light-weight exterior domestic roller shutter
  - heavy-weight exterior commercial roller shutter
  - fire-rated or cyclone-rated roller shutter
  - interior roller shutter.

In the course of the above four assembly processes, the person must demonstrate the ability to assemble shutters with the following shutter control devices:

- at least two electric systems involving a radio-controlled remote device or photocell sensor device
- at least one manual system involving winders or straps.

One of the above shutter control devices must be a 240V control device to be connected to mains power when installed; and one a 12V rechargeable solar or battery-operated control device.

In the course of each of the above assemblies, the person must:

- interpret work order, and locate required materials, tools and equipment
- select and set up required product and components according to manufacturer specifications and workplace procedures and quality requirements
- apply safe lifting and handling procedures
- follow work instructions and safe operating procedures to:
  - minimise risk of injury to self and others
  - prevent damage to site, tools, equipment and products
  - maintain required production output and quality
  - use hand and power tools safely
  - use personal protective equipment (PPE)
- use and dispose of waste sustainably
- avoid backtracking, work flow interruptions and wastage


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- identify and resolve routine problems and faults encountered
- work with others, recognising dependencies and using cooperative approaches to optimise work flow and productivity.

# Knowledge Evidence

There must be evidence the candidate has knowledge of:

- features of assembly work orders and supplier instructions relating to the types of roller shutters in the performance evidence, and how to identify and interpret key information
- work order requirements, and industry-accepted quality indicators and requirements, relating to assembly work described in performance evidence:
  - key requirements of Australian standards and codes of practice for assembly
  - building code requirements specific to roller shutter product described in performance evidence
  - safety considerations and potential dangers associated with incorrect assembly
  - impact of wind zoning requirements on assembly of exterior roller shutters
- operation of roller shutters in performance evidence
- emerging trends in roller shutters, including:
  - new materials used in face, reveal and packing
  - associated energy ratings and fire-retardant attributes
- work health and safety (WHS) procedures, practices and regulations specific to assembly work described in performance evidence:
  - controlling hazards and risks
  - eliminating hazardous materials and substances
  - using firefighting equipment and first aid equipment
  - operating lifting equipment
  - using personal protective equipment
- workplace procedures relating to:
  - communication channels and protocols
  - manual handling, including lifting and carrying
  - safely cutting and assembling roller shutters
  - following manufacturer instructions and procedures
  - tagging and reporting faulty tools and equipment
  - disposing of waste safely and in an environmentally sustainable manner
  - recycling and re-use guidelines
  - cleaning and storing tools and equipment
  - storing surplus unused items
  - recording and reporting assembly information
- techniques for assembling shutters with electric and manual shutter control devices:
  - electric, including radio-controlled remote devices and photocell sensor devices using 240V mains power, and 12V rechargeable solar and battery-operated control


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    - manual, including winders and straps
- mathematical methods for estimating and measuring assembly materials and openings, including factoring in required tolerances
- types of common problems that occur during assembly, and how to avoid and respond
- systems for storing and labelling materials required for assembly work
- types, characteristics, uses, maintenance and limitations of the following items required for the assembly described in performance evidence:
    - roller shutter products and materials
    - operating mechanisms required for type of roller shutter being assembled
    - tools and equipment used to assemble roller shutters and procedures for their safe use, operation and maintenance:
        - hand tools, including screwdrivers, hack saws and snip cutters
        - power tools, including 240V mains connected, and 12V rechargeable solar and battery-operated
- documentation requirements for assembly work described in performance evidence

## Assessment Conditions

Assessment must occur in the workplace, or in a simulated environment that reflects workplace conditions and contingencies.

Access is required to tools, materials, equipment and specifications for the assembly described in the performance evidence above, including:

- roller shutters requiring assembly as specified in the performance evidence
- PPE applicable to job requirements
- WHS documentation specific to the assembly
- tools and equipment specified in the knowledge evidence
- shutter control devices
- workplace documentation required for assembly process, including:
    - work orders
    - workplace procedures specified in the knowledge evidence
    - supplier instructions and manufacturer specifications

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFBA3020 Install roller shutters

## Modification History

Release 1. New unit of competency.

## Application

This unit of competency describes the skills and knowledge required to identify and install roller shutters according to job requirements. The unit involves planning job requirements, identifying required shutter products to be used and their measurements and fasteners, and applying workplace procedures to ensure their safe and correct installation.

The unit applies to those installing roller shutters in residential and commercial environments. The shutters to be installed include light-weight domestic, heavy-weight commercial, and fire-rated and cyclone-rated shutters. The shutters may be installed in a range of openings, including windows, fixed and sliding doors, building entrances, and inside and exterior to buildings. They may be fastened to a range of surfaces, including aluminium, concrete, masonry, plasterboard and timber.

Licensing, legislative, or certification requirements may apply to this unit. Relevant state/territory and local government agencies should be consulted to determine necessary requirements for installing roller shutters

## Pre-requisite Unit

Not applicable.

## Unit Sector

Blinds and awnings

## Elements and Performance Criteria

| Elements<br>Elements describe the essential outcomes. | Performance Criteria<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| 1. Prepare for installation of roller shutters | 1.1 | Identify job and shutter requirements from work order and supplier instructions |
| | 1.2 | Complete check measure on site and document required product specifications and specific access and installation requirements |


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| Elements<br>Elements describe the essential outcomes. | Performance Criteria<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| | 1.3 | Identify work health and safety (WHS) and personal protection requirements of installation according to workplace procedures |
| | 1.4 | Identify and select required materials, tools, equipment and accessories based on work order, and check their safe and effective operation |
| | 1.5 | Schedule installation and agree access arrangements to site |
| | 1.6 | Plan logical, safe and efficient work sequence that reflects work order |
| 2. Install roller shutters | 2.1 | Inspect installation site in consultation with customer, confirm type of shutter to be installed, and address job, site and customer-specific technical and safety requirements |
| | 2.2 | Set up required materials, equipment and shutter mechanisms in line with work instructions and manufacturer specifications |
| | 2.3 | Fit shutter to opening according to work order, type of control system and manufacturer specifications |
| | 2.4 | Fasten shutter according to shutter type, work order and opening surface using fastening tools in line with supplier instructions and workplace procedures |
| | 2.5 | Test installed shutter for correct operation within limits of normal operation, and adjust and repair performance problems in line with own level of responsibility |
| 3. Finalise installation | 3.1 | Check that completed work complies with quality and work order requirements, and rectify identified deficiencies |
| | 3.2 | Clean work area and surfaces, and dispose of waste safely and sustainably according to workplace procedures |
| | 3.3 | Identify and store surplus unused items for re-use and recycling according to workplace procedures |
| | 3.4 | Check tools and equipment, and tag and report faulty items according to workplace procedures |
| | 3.5 | Clean and store remaining tools and equipment according to |


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| Elements<br>Elements describe the essential outcomes. | Performance Criteria<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| | | workplace procedures |
| | 3.6 | Advise customer on correct operation and maintenance of roller shutters |
| | 3.7 | Legibly complete and process required workplace and customer documentation |

# Foundation Skills

| This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency. | |
|---|---|
| Numeracy skills to: | • interpret, discuss and use mathematical information in work orders and specifications<br>• estimate and measure installation openings, including factoring in required tolerances<br>• process customer documentation, including required invoicing and receipting<br>• record hours worked, quantity of items used and additional routine costs |
| Oral communication skills to: | • discuss and negotiate site access, installation requirements, and correct operation of roller shutters with a range of customers, including real estate agents, body corporate representatives, builders, home owners, and tenants:<br>  • speaking clearly<br>  • applying effective listening techniques<br>  • asking questions to gain information |
| Reading skills to: | • interpret routine workplace documentation, including work orders, WHS requirements and workplace installation procedures |

# Unit Mapping Information

Release 1. New unit of competency. No equivalent unit


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFBA3020 Install roller shutters

## Modification History

Release 1. New unit of competency.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements, performance criteria, and foundation skills of this unit, which must include the ability to:

- safely and correctly install one of each of the following types of roller shutters:
  - light-weight exterior domestic roller shutter
  - heavy-weight exterior commercial roller shutter
  - fire-rated or cyclone-rated roller shutter
  - interior roller shutter.

One of the above installations must be in an above-ground level opening and demonstrate the safe and correct use of lifting equipment.

In the course of the above four installations, the person must demonstrate the ability to install shutters with the following shutter control devices:

- one electric system involving radio-controlled remote device or photocell sensor device
- one manual system involving winders or straps.

One of the above shutter control devices must be a 240V control device connected to mains power, and one a 12V rechargeable solar or battery-operated control device.

In the course of each of the above installations, the person must:

- interpret work order, and locate required materials, tools and equipment
- apply safe lifting and handling procedures
- follow work instructions and safe operating procedures to:
  - minimise risk of injury to self and others
  - prevent damage to site, tools, equipment and products
  - maintain required production output and quality
  - use hand and power tools safely
  - use personal protective equipment (PPE)
- use and dispose of waste sustainably
- avoid backtracking, work flow interruptions and wastage
- identify and resolve routine problems and faults encountered
- work with others, recognising dependencies and using cooperative approaches to optimise work flow and productivity.


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In installing the suite of roller shutters, the candidate must demonstrate the ability to:

- install in at least two of the following different openings:
  - door or window
  - sliding door
  - wide-span opening of 3.2 metres or above requiring the help of an assistant
- fasten to at least two of the following different surfaces:
  - aluminium
  - concrete
  - masonry
  - plasterboard
  - timber.

# Knowledge Evidence

There must be evidence the candidate has knowledge of:

- features of installation work orders and supplier instructions relating to the types of roller shutters in the performance evidence, and how to identify and interpret key information
- work order requirements, and industry-accepted quality indicators and requirements, relating to installations described in performance evidence:
  - key requirements of Australian standards and codes of practice for individual installers
  - building code requirements specific to installation described in performance evidence
  - safety considerations and potential dangers associated with incorrect installation
  - wind zoning requirements relating to exterior roller shutters
- operation and maintenance requirements of roller shutters in performance evidence
- emerging trends in installing roller shutters, including:
  - new materials used in face, reveal and packing
  - their associated energy ratings and fire-retardant attributes
- work health and safety (WHS) procedures, practices and regulations specific to installations described in performance evidence:
  - controlling hazards and risks
  - eliminating hazardous materials and substances
  - managing rain and wind resistance during installation
  - using firefighting equipment, first aid equipment
  - operating lifting equipment
  - using personal protective equipment
- workplace procedures relating to:
  - communication channels and protocols
  - scheduling installation
  - accessing and inspecting installation sites


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    - manual handling, including lifting and carrying
    - following manufacturer instructions and procedures
    - safely installing and fastening roller shutters
    - tagging and reporting faulty tools and equipment
    - disposing of waste safely and in an environmentally sustainable manner
    - recycling and re-use guidelines
    - cleaning and storing tools and equipment
    - storing surplus unused items
    - recording and reporting installation information
    - presenting invoices, and collecting and receipting payments
- techniques for installing electric and manual shutter control devices:
    - electric, including radio-controlled remote devices and photocell sensor devices using 240V mains power, and 12V rechargeable solar and battery-operated control
    - manual, including winders or straps
- effect of site characteristics and access restrictions on installation equipment selection and use
- techniques for installing and fastening roller shutters described in performance evidence, including:
    - in openings made of a range of:
        - aluminium
        - concrete
        - masonry
        - plasterboard
        - timber
    - installing and fastening that:
        - conform to quality requirements
        - comply with supplier instructions and manufacturer specifications
        - maximise the appearance of the finished work
        - provide for the most economical use of materials and labour
- mathematical methods for estimating and measuring installation openings, including factoring in required tolerances
- requirements and procedures for using qualified licensed electricians when installation and control devices involve mains power
- types of common problems that occur during installation, and how to avoid and respond
- types, characteristics, uses, maintenance and limitations of the following items required for the installations described in performance evidence:
    - roller shutter products and materials
    - operating mechanisms required for type of roller shutter being installed, including radio-controlled remote devices and photocell sensor devices
    - specialised fasteners used for the different types of roller shutters
    - tools and equipment:


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    - hand tools, including screwdrivers, hack saws and snip cutters
    - power tools, including 240V mains connected, and 12V rechargeable solar and battery-operated
    - equipment, including ladders, drop sheets, barriers, cones, signs and lifting equipment
- documentation requirements for installation work described in performance evidence

## Assessment Conditions

Assessment must occur in the workplace, or in a simulated environment that reflects workplace conditions and contingencies.

Access is required to tools, materials, equipment and specifications for the installation described in the performance evidence above, including:

- roller shutters requiring installation as specified in the performance evidence
- PPE applicable to job requirements
- WHS documentation specific to the installation
- tools and equipment specified in the knowledge evidence
- control devices for shutters being installed
- workplace documentation required for each installation, including:
    - work orders, customer orders, job cards, and work quotations
    - workplace procedures specified in the knowledge evidence
    - supplier instructions and manufacturer specifications
    - customer care cards
    - customer invoices and receipts
    - time sheets.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFBA3021 Assemble louvre shutters

## Modification History

Release 1. No equivalent unit. Supersedes but is not equivalent to MSFBA3003 Install timber shutters.

## Application

This unit of competency describes the skills and knowledge required to prepare and assemble louvre shutters according to job requirements. The unit involves planning job requirements, identifying required products and components to be assembled and their measurements, and applying workplace procedures to ensure their safe and correct assembly.

The unit applies to those assembling interior and exterior louvre shutters used in residential and commercial environments.

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

## Pre-requisite Unit

Not applicable.

## Unit Sector

Blinds and awnings

## Elements and Performance Criteria

| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| 1. Prepare to assemble louvre shutters | 1.1 | Identify and confirm job requirements and style of shutter to be assembled from work order and supplier instructions |
| | 1.2 | Identify work health and safety (WHS) and personal protection requirements of assembly according to workplace procedures |
| | 1.3 | Select tools and equipment, and check their safe and effective operation according to workplace procedures |


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| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| | 1.4 | Select materials from stock and check against job requirements |
| | 1.5 | Plan logical, safe and efficient work sequence that reflects work order and quality requirements, and economically uses materials |
| 2. Assemble louvre shutters | 2.1 | Source required materials, equipment and shutter mechanisms in line with work instructions and manufacturer specifications |
| | 2.2 | Lay out, measure, mark and cut materials for shutter |
| | 2.3 | Assemble component parts according to job requirements and manufacturer specifications |
| | 2.4 | Finish shutter assembly according to work instructions |
| 3. Finalise assembly | 3.1 | Check that assembled shutter complies with quality and work order requirements, and rectify identified deficiencies within scope of own role or report to designated personnel |
| | 3.2 | Clean assembled shutter according to workplace procedures |
| | 3.3 | Check tools and equipment, and tag and report faulty items according to workplace procedures |
| | 3.4 | Clean, maintain and store remaining tools and equipment according to workplace procedures |
| | 3.5 | Clean work area and surfaces, and dispose of waste safely and sustainably according to workplace procedures |
| | 3.6 | Legibly complete and process required workplace documentation according to workplace procedures |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency.


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| This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency. | |
|---|---|
| Numeracy skills to: | • interpret, discuss and use mathematical information in shutter specifications, work orders and instructions<br>• use mathematical information to estimate and measure assembly requirements, including required tolerances |
| Oral communication skills to: | • communicate ideas and information to confirm work requirements and specifications and report work outcomes and problems:<br>  • speaking clearly<br>  • asking questions to gain information |
| Reading skills to: | • interpret routine workplace documentation, including:<br>  • WHS requirements and procedures<br>  • workplace assembly requirements and operator instructions<br>  • work orders and instructions<br>  • shutter specifications, including design, size and quantity |

# Unit Mapping Information

Release 1. No equivalent unit. Supersedes but is not equivalent to MSFBA3003 Install timber shutters.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFBA3021 Assemble louvre shutters

## Modification History

Release 1. No equivalent unit. Supersedes but is not equivalent to MSFBA3003 Install timber shutters.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements, performance criteria, and foundation skills of this unit, which must include the ability to:

- safely and correctly assemble each of the following styles of shutters:
  - one fixed louvre shutter
  - one louvre bi-fold shutter
  - one sliding louvre shutter
  - one special-shaped louvre shutter for either a residential or commercial building, based on the template created by candidate for that purpose.

In the course of each of the above assemblies, the person must:

- interpret work order, and locate required materials, tools and equipment
- select and set up required product and components according to manufacturer specifications and workplace procedures and quality requirements
- apply safe lifting and handling procedures
- follow work instructions and safe operating procedures to:
  - minimise risk of injury to self and others
  - prevent damage to site, tools, equipment and products
  - maintain required production output and quality
  - use hand and power tools safely
  - use personal protective equipment (PPE)
- report material faults, damaged products and equipment
- use and dispose of waste sustainably
- avoid backtracking, work flow interruptions and wastage

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- features of assembly work orders and supplier instructions relating to the types of louvre shutters in the performance evidence, and how to identify and interpret key information


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- work order requirements, and industry-accepted quality indicators and requirements, relating to assembly work described in performance evidence:
  - key requirements of Australian standards and codes of practice for assembly
  - building code requirements specific to assembly described in performance evidence
  - safety considerations and potential dangers associated with incorrect assembly
  - cutting patterns and sequences
  - identifying work process problems and resolving within scope of own role
- operation requirements of louvre shutters in performance evidence
- emerging trends in louvre shutters, including new materials used and their associated energy ratings and fire-retardant attributes
- work health and safety (WHS) regulations, standards, procedures, and practices specific to assembly described in performance evidence:
  - controlling hazards and risks
  - eliminating hazardous materials and substances
  - using firefighting equipment, first aid equipment
  - operating lifting equipment
  - using personal protective equipment
- workplace procedures relating to:
  - communicating channels and protocols
  - manual handling, including lifting and carrying
  - safely cutting and assembling louvre shutters
  - tagging and reporting faulty tools and equipment
  - disposing of waste safely and in an environmentally sustainable manner
  - recycling and re-use guidelines
  - cleaning and storing tools and equipment
  - storing surplus unused items
  - recording and reporting assembly information
- techniques for measuring, setting up and assembling electric and manual shutter control devices:
  - electric, including radio-controlled remote devices and photocell sensor devices using 240V mains power, and 12V rechargeable solar and battery-operated control
  - manual, including winders and straps
- techniques for measuring, cutting, setting up and assembling louvre shutters described in performance evidence that:
  - conform to quality requirements
  - comply with supplier instructions and manufacturer specifications
  - maximise the appearance of the finished work
  - provide for the most economical use of materials and labour
- mathematical methods for estimating and measuring assembly materials and openings, including factoring in required tolerances
- types of common problems that occur during assembly, and how to avoid and respond


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- types, characteristics, terminology, uses, maintenance and limitations of the following items required for the assembly described in performance evidence:
  - shutter components and materials
  - operating mechanisms required for type of shutter being assembled
  - tools and equipment required to assemble shutters, and procedures for their safe use, operation and maintenance:
    - cutting tools
    - cutting bench
    - saws
- documentation requirements for assembly work described in performance evidence

## Assessment Conditions

Assessment must occur in the workplace, or in a simulated environment that reflects workplace conditions and contingencies.

Access is required to tools, materials, equipment and specifications for the assembly work described in the performance evidence above, including:

- louvre shutters requiring assembly as specified in the performance evidence
- PPE applicable to job requirements
- WHS documentation specific to the assembly
- tools and equipment specified in the knowledge evidence
- workplace documentation required for assembly work, including:
  - work orders
  - workplace procedures specified in the knowledge evidence
  - supplier instructions and manufacturer specifications.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFDG3001 Protect leadlight and stained glass

## Modification History

Release 1. Supersedes and is equivalent to MSFSL3002 Protect stained glass and leadlighting.

## Application

This unit describes the skills and knowledge required to protect leadlight and stained glass for security, environmental and heritage purposes.

This unit applies to individuals working with designed glass.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Leadlight and Stained Glass

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify protection requirements | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Inspect and determine the process for achieving protection of the leadlight and stained glass<br>1.3 Identify types and quantities of materials required for the protection of leadlight and stained glass from plans or work instructions<br>1.4 Determine work sequence in a logical order to suit the job<br>1.5 Select and check tools, equipment and materials for suitability, serviceability and safety prior to use |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Install protection | 2.1 Cut, shape and form protection materials to ensure correct size and application<br>2.2 Install or fit protection materials in accordance with protection requirements<br>2.3 Identify and rectify problems occurring during the operation. |
| 3. Finalise the protection process | 3.1 Inspect glass for quality of work and identify and repair deficiencies<br>3.2 Clean and store tools, equipment and materials in accordance with workplace procedures<br>3.3 Clean work area and leave in a safe condition and dispose of or recycle waste in accordance with workplace protocols<br>3.4 Accurately complete required workplace documentation |

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Supersedes and is equivalent to MSFSL3002 Protect stained glass and leadlighting.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFDG3001 Protect leadlight and stained glass

## Modification History

Release 1. Supersedes and is equivalent to MSFSL3002 Protect stained glass and leadlighting.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- protected 2 different leadlight and stained glass components in-situ using at least 2 different methods and/or techniques.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- state or territory work health and safety legislation, regulations, standards and codes of practice relevant to the full range of processes for leadlight and stained glass operations
- leadlight and stained glass protection terminology and techniques
- organisational and site standards, requirements, policies and procedures for the protection of leadlight and stained glass
- types of glass and other materials used in the leadlight and stained glass industry, their characteristics, properties, uses and limitations
- protection methods, their properties, uses and limitations
- characteristics and properties of materials used in the protection of leadlight and stained glass
- environmental protection requirements relating to the disposal of waste material
- problem identification and resolution
- procedures for the recording, reporting and maintenance of workplace records and information
- mathematical procedures for estimation and measurement.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - stained glass and leadlight for protection


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- tools and equipment to complete tasks in the Performance Evidence
- workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFDG3002 Prepare and install architectural engineered leadlight and stained glass

## Modification History

Release 1. Supersedes and is equivalent to MSFSL3004 Prepare and install architectural engineered leadlight and stained glass.

## Application

This unit describes the skills and knowledge required to prepare and install leadlight and stained glass in structural and other architecturally engineered applications.

This unit applies to individuals working with designed glass.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking glass and glazing work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work (ASCC 2007)*.

## Pre-requisite Unit

N/A

## Unit Sector

Leadlight and Stained Glass

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify work requirements | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Identify, confirm and clarify work requirements with appropriate personnel<br>1.3 Identify the process for preparing and installing architecturally engineered leadlight and stained glass |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Prepare for installation | 2.1 Determine work sequence in a logical order to suit the job<br>2.2 Select and check tools, equipment and materials for suitability, serviceability and safety prior to use<br>2.3 Check components of the leadlight and stained glass against specifications or job order<br>2.4 Select leadlight and stained glass fixing method<br>2.5 Prepare frame or opening to receive leadlight and stained glass using appropriate techniques<br>2.6 Accurately measure and prepare fixing and sealing materials following manufacturer recommendations |
| 3. Identify site conditions and constraints | 3.1 Recognise site safety hazards and take corrective action to reduce risk of injury to self and others<br>3.2 Identify and address on-site difficulties in accordance with regulations and enterprise agreements<br>3.3 Identify special characteristics of the leadlight and stained glass aperture in relation to the effect of the fitting process on the finished job<br>3.4 Apply covering material to protect existing fixtures and fittings in accordance with workplace procedures |
| 4. Fit leadlight and stained glass | 4.1 Fix leadlight and stained glass to the frame or opening using the selected method<br>4.2 Apply solvents and sealants in accordance with manufacturer instructions<br>4.3 Clean leadlight and stained glass and/or frame after fixing using appropriate cleaning agents |
| 5. Finalise the installation | 5.1 Check completed installation to ensure compliance<br>5.2 Check completed installation for compliance with customer requirements and specifications<br>5.3 Clean and store tools, equipment and materials in accordance with workplace procedures<br>5.4 Clean work area and leave in a safe condition and dispose of or recycle waste in accordance with workplace protocols<br>5.5 Accurately complete required workplace documentation |


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## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Supersedes and is equivalent to MSFSL3004 Prepare and install architectural engineered leadlight and stained glass.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFDG3002 Prepare and install architectural engineered leadlight and stained glass

## Modification History

Release 1. Supersedes and is equivalent to MSFSL3004 Prepare and install architectural engineered leadlight and stained glass.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- constructed 3 different leadlight panels which individually or cumulatively include geometric and organic shapes
- made repairs that individually or cumulatively include all of the following:
  - corner
  - edge
  - internal
  - complete re-lead
  - bench repair
  - in situ repair.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- state or territory work health and safety legislation, regulations, standards and codes of practice relevant to the full range of processes for leadlight and stained glass operations
- architectural leadlight and stained glass construction terminology and techniques
- organisational and site standards, requirements, policies and procedures for preparation and installation of architectural leadlight and stained glass
- types of glass and other materials used in the leadlight and stained glass industry, their characteristics, properties, uses and limitations
- structural leadlight and stained glass, their properties, uses and limitations
- types, characteristics, safe use, maintenance and limitations of tools, equipment and materials
- environmental protection requirements relating to the disposal of waste material
- problem identification and resolution
- storage systems and labelling
- procedures for the recording, reporting and maintenance of workplace records and information
- mathematical procedures for estimation and measurement.
-


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# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
- stained glass and leadlight for installation
  - tools and equipment to complete tasks in the Performance Evidence
  - customer and/or work requirements
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFDG3004 Assemble copper foil glass components

## Modification History

Release 1. Supersedes and is equivalent to MSFSL3006 Assemble copper foil glass components.

## Application

This unit describes the skills and knowledge required to assemble copper foil components using a range of fixing and joining components.

This unit applies to individuals working with designed glass.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Leadlight and Stained Glass

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Determine job requirements | 1.1 Identify and follow work health and safety requirements and other workplace procedures.<br>1.2 Use personal protective equipment in accordance with workplace procedures<br>1.3 Identify job requirements from specifications, drawings, designs, job sheets or work instructions |
| 2. Plan and prepare for work | 2.1 Select and service tools and equipment, and identify rectify or report any faults prior to commencement<br>2.2 Identify and obtain materials appropriate to the work application |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | ensuring they are prepared, safely handled and located ready for use<br>2.3 Identify and apply environmental workplace considerations and measures to reduce noise, dust and obstacles<br>2.4 Plan assembly sequence based on job requirements<br>2.5 Select fixing and joining devices in accordance with types of materials to be joined and job requirements<br>2.6 Select and check jigs for suitability for the work |
| 3. Assemble components | 3.1 Lay out and assemble components using jigs and appropriate fastenings<br>3.2 Use hand and power tools correctly in accordance with job requirements<br>3.3 Check assembled work for compliance with specifications<br>3.4 Prepare, assemble and fit components in accordance with specifications<br>3.5 Repair or tag work which does not meet quality specifications for further processing, recycling, or disposal in accordance with workplace procedures<br>3.6 Organise and store finished products in suitable holding area |
| 4. Check work area and maintain equipment | 4.1 Tag and report faulty and/or defective equipment in accordance with workplace procedures<br>4.2 Identify and store items for recycling in accordance with workplace procedures<br>4.3 Clean work area and safely dispose of rubbish<br>4.4 Check, clean and store tools and equipment in accordance with workplace procedures |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

Supersedes and is equivalent to MSFSL3006 Assemble copper foil glass components.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFDG3004 Assemble copper foil glass components

## Modification History

Release 1. Supersedes and is equivalent to MSFSL3006 Assemble copper foil glass components.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- assembled copper foil components for:
  - 1 panel or door insert
  - 1 three-dimensional object
- repaired and reinforced 1 copper foil component.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- state or territory work health and safety legislation, regulations, standards and codes of practice relevant to the full range of processes for assembling copper foil components
- organisational and site standards, requirements, policies and procedures for component assembly
- environmental protection requirements relating to the disposal of waste material
- problem identification and resolution relating to copper foil glass assembly
- types of tools and equipment and procedures for their safe use, operation and maintenance
- characteristics of copper foil components and materials used in assembly
- procedures for recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - copper foil and glass for assembly
  - tools and equipment to complete tasks in the Performance Evidence


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- workplace procedures.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFDG3005 Fuse glass

## Modification History

Release 1. Supersedes and is equivalent to MSFSL3007 Fuse glass.

## Application

This unit describes the skills and knowledge required to fuse glass. It includes operating and monitoring kilns to fuse glass for manufacture of customised formed glass products.

This unit applies to individuals working with designed glass.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Leadlight and Stained Glass

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Determine job requirements | 1.1 Identify and follow work health and safety requirements and other workplace procedures<br>1.2 Identify job requirements from specifications, drawings, designs, job sheets or work instructions |
| 2. Plan and prepare for work | 2.1 Identify the process for obtaining materials and moving completed work to the next process<br>2.2 Identify the procedures for checking the quality of materials and items produced, working condition of kiln and any other equipment and/or attachments and quality requirements for each stage of the fusing process<br>2.3 Establish and maintain communication with others involved in the |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | work to ensure efficient work flow coordination, personnel cooperation and safety throughout the work<br>2.4 Plan the work sequence in a logical order to suit the job<br>2.5 Select and check kilns, tools, equipment and materials prior to use to ensure they are appropriate for the work and are in a safe and serviceable condition<br>2.6 Identify and check kiln components and controls, including emergency stops and guards for correct operation |
| 3. Conduct glass fusing operations | 3.1 Operate, adjust and monitor kiln and fusing equipment to ensure correct product quality and output in accordance with workplace procedures<br>3.2 Identify and use appropriate firing and annealing schedules<br>3.3 Identify, manage and control root causes of problems making adjustments to ensure quality<br>3.4 Identify and report problems that occurred during work operations to appropriate personnel in accordance with workplace procedures<br>3.5 Follow authorised changes in working procedures or requirements |
| 4. Complete work | 4.1 Inspect product for quality against work instructions and re-work or discard items that do not meet requirements<br>4.2 Identify and store items for recycling in accordance with workplace procedures<br>4.3 Clean work area and safely dispose of rubbish<br>4.4 Check, clean and store tools and equipment in accordance with workplace procedures<br>4.5 Complete workplace documentation in accordance with SOPs |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

Supersedes and is equivalent to MSFSL3007 Fuse glass.

# Links

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# Assessment Requirements for MSFDG3005 Fuse glass

## Modification History

Supersedes and is equivalent to MSFSL3007 Fuse glass.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- used 3 different fusing techniques to the capacity of the kiln being used.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- state or territory work health and safety legislation, regulations, standards and codes of practice relevant to the full range of processes for assembling copper foil components
- qualities and characteristics of fusing glass, including hazards and handling requirements
- equipment, processes and procedures for fusing glass
- procedures for reporting materials, product or equipment faults
- correct operation of kilns and understanding of the development of kiln firing schedules
- problem identification and resolution relating to fusing glass
- work flow requirements related to fusing of glass
- environmental protection requirements relating to the disposal of waste material
- characteristics of materials used and uses of products produced.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - glass for fusing
  - kiln
  - tools and equipment to complete tasks in the Performance Evidence
  - workplace procedures.
  -


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# Links

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# MSFDG3006 Process coloured and textured glass by hand

## Modification History

Release 1. Supersedes and is equivalent to MSFSL3008 Process coloured and textured glass by hand.

## Application

This unit describes the skills and knowledge required to cut, shape and apply finishing techniques to annealed, coloured and textured glass of manufactured thickness.

This unit applies to individuals working with designed glass.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Leadlight and Stained Glass

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Determine job requirements | 1.1 Read work documentation and identify job requirements<br>1.2 Identify and follow work health and safety requirements<br>1.3 Select and check tools, equipment and materials for suitability, serviceability and safety prior to use<br>1.4 Plan sequence of work to ensure processing is conducted in a logical order |
| 2. Plan and prepare for work | 2.1 Select glass cutting table and clear work surface of debris and dust<br>2.2 Clear work area of obstructions and potential hazards with cullet bins |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 2.3 Check glass for imperfections and damage prior to handling<br>2.4 Safely place glass to be cut in the required work area using correct manual handling procedures<br>2.5 Accurately measure glass within specified tolerances accurately to minimise waste<br>2.6 Set and test equipment settings and safety controls in accordance with workplace procedures |
| 3. Process glass | 3.1 Achieve required quality and output through correct operating and monitoring of tools and equipment in accordance with manufacturer instructions<br>3.2 Make routine lubrication and adjustments of tools and/or equipment in accordance with manufacturer recommendations<br>3.3 Identify and report problems occurring during work operations to appropriate personnel in accordance with workplace procedures<br>3.4 Inspect completed product for quality of work and repair, reprocess or discard in accordance with workplace procedures |
| 4. Complete work | 4.1 Label and store processed glass ensuring there are no projections in accordance with workplace procedures<br>4.2 Remove scraps and off-cuts for disposal and/or recycling in accordance with environmental or workplace procedures<br>4.3 Remove and store tools, equipment and unused materials in accordance with workplace procedures<br>4.4 Clean work area, safely dispose of rubbish and identify items for recycling in accordance with workplace procedures<br>4.5 Accurately complete workplace documentation in accordance with workplace procedures |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

Supersedes and is equivalent to MSFSL3008 Process coloured and textured glass by hand.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFDG3006 Process coloured and textured glass by hand

## Modification History

Release 1. Supersedes and is equivalent to MSFSL3008 Process coloured and textured glass by hand.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- completed all of the following in annealed coloured, opaque and textured glass by hand:
  - straight cuts
  - simple shapes
  - truncated and radius corners
  - circles
  - complex shapes.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- qualities and characteristics of coloured and textured glass, including hazards and handling requirements
- correct identification and use of glass cutting equipment, their functions and procedures for use
- set-up and operation of glass cutting equipment, including procedures for reporting product defects or equipment faults
- work flow requirements related to glass cutting
- environmental protection requirements relating to the disposal of waste material
- established communication channels and protocols.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:


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- equipment, tools and materials required to complete tasks specified in the Performance Evidence
- glass product to be cut
- safety and personal protective equipment
- work orders
- workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFDN4003 Produce patterns and templates

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers developing patterns and/or templates for production processes by hand, by using appropriate tools and equipment, and by computer-assisted production.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furnishing design

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Prepare for and dimension the task | 1.1 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.2 | Customer orders are interpreted to establish required sizes of finished products |
| | | 1.3 | Size requirements are checked in relation to the production process and finishing capacity of the workplace |
| 2 | Plan process | 2.1 | Material for pattern or template is identified for approximate size and characteristics |
| | | 2.2 | Required instruments and equipment are identified, located and assembled |


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| | | | |
|---|---|---|---|
| | | 2.3 | Drawings and related specifications are interpreted |
| | | 2.4 | Procedures for using pattern development instruments and tools are checked and equipment is prepared for use |
| 3 | Plot dimensions | 3.1 | Equipment and tools are used following normal workplace procedures |
| | | 3.2 | Each dimension is measured, exploded and plotted maintaining appropriate angles, arcs and curves |
| | | 3.3 | Visual inspection and measurements are used to compare pattern dimensions and shapes with drawings and specifications |
| 4 | Complete pattern or template | 4.1 | Pattern or template is completed ensuring that the pattern indicates completion date and original drawing details |
| | | 4.2 | Required workplace approval of pattern or template is obtained |
| | | 4.3 | Plans are marked with notations for workplace requirements, including authorship, process or customer requirements, authorisation and any review dates |
| | | 4.4 | Plans are copied and filed, as required, according to workplace policies and procedures |

# 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


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work environment.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate conceptual ability, discretion, judgement and problem-solving skills in the production of patterns or templates<br>• work is performed with little external assistance and with minimal supervision or direction<br>• development of patterns and/or templates is undertaken in accordance with established enterprise procedures and practices<br>• customers may be internal or external |
| **Tools and equipment include:** | • computer numeric controlled (CNC) machines<br>• static woodworking machines<br>• relevant hand tools |
| **Materials include:** | • manufactured board<br>• solid timbers<br>• composite materials |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • work organisation procedures and practices relating to the production of patterns and/or templates<br>• designer/drawer specifications and instructions<br>• legislation/regulations/codes relevant to the work undertaken<br>• furniture production techniques and criteria, including ergonomic requirements<br>• quality and Australian Standards and procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFDN4003B Produce patterns and/or templates


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFDN4003 Produce patterns and templates

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Interpret drawings and extrapolate to physical dimensions
- Select appropriate mediums and materials and produce a minimum of three (3) patterns or templates making use of:
  - manufactured board
  - solid timber
  - composite material
- Suggest improvements to pattern and template production and, where authorised, negotiate changes
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Company operating procedures, including procedures for pattern and/or template production
- Types, characteristics uses and limitations of pattern/template materials
- Operation requirements of equipment and work systems in own work area
- Competency requirements of the work activities
- Relevant regulatory requirements, recognised standards and codes, and industry practices


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# 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 drawings, job specifications, information on production/fabrication process, production materials and relevant computer equipment and software.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFDN5001 Generate and transfer complex computer-aided drawings and specifications

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers preparing complex drawings using computer-aided techniques and capabilities, including three-dimensional modelling, exploded assembly drawings and conversion of drawings for computer numerically controlled (CNC) applications.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furnishing design

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Create exploded assembly drawings | 1.1 | Drawing preparations, including drawing name, labelling information, dimensions, specifications and information management requirements, are obtained/completed |
| | | 1.2 | Three-dimensional models are prepared for all components |
| | | 1.3 | Perspective view of the model is created and confirmed |
| | | 1.4 | Model is exploded so that all components are visible |
| | | 1.5 | All individual components are labelled in accordance with enterprise requirements |


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| | | | |
|---|---|---|---|
| | | 1.6 | Quality checks are completed to ensure accuracy of outcomes |
| | | 1.7 | Drawings are stored in accordance with enterprise requirements |
| 2 | Create job sheets | 2.1 | Preparations, including file storage, product coding, inventory information and drawing management requirements, are identified and completed |
| | | 2.2 | Job sheet template is set up in accordance with enterprise requirements and practices |
| | | 2.3 | Necessary orthographic views are created and dimensioned |
| | | 2.4 | Sequencing of machine operations and operator requirements, including work health and safety (WHS) are identified and listed |
| | | 2.5 | Draft job sheets are prepared, reviewed, tested and amended to enterprise requirements |
| | | 2.6 | Job sheets are stored in accordance with enterprise requirements |
| 3 | Convert drawings for CNC applications | 3.1 | Conversion requirements are identified and confirmed from the CNC machine specifications |
| | | 3.2 | Layers and additional information required for final conversion are created |
| | | 3.3 | Drawing entities are assigned to the relevant layers |
| | | 3.4 | Conversion to the required file type is completed |
| | | 3.5 | Converted file is stored in accordance with enterprise requirements |

# 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.


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate conceptual, analytical and organisational ability, judgement and problem-solving applied under broad guidance within routine and non-routine situations
- work involves enterprise and client-initiated ideas or requests

**Preparing complex drawings includes:**

- identification, selection and use of computer-aided techniques and capabilities, including three-dimensional modelling, exploded assembly drawings and conversion of drawings for CNC applications
- researching software trends and developments
- generating and presenting ideas
- liaising with client and/or other functional areas
- compiling information

**Personal protective equipment includes:**

- that prescribed under legislation, regulations and enterprise policies and practices

**Information and procedures include:**

- customer requirements
- work specifications
- product catalogues and style manuals or equivalent
- inventory systems and records
- organisation work procedures and sequencing arrangements
- legislation/regulations/national and industry codes and practices relevant to the product
- quality and Australian Standards and procedures


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# Unit Mapping Information

Supersedes and is equivalent to LMFDN5001B Generate and transfer complex computer-aided drawings and specifications

# Links

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# Assessment Requirements for MSFDN5001 Generate and transfer complex computer-aided drawings and specifications

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Create a minimum of two (2) exploded assembly drawings, including:
  - preparation of three-dimensional models
  - creation of perspective views
  - exploding the models to expose all components
  - labelling of all components
  - management and storage of drawings
- Create a minimum of two (2) confirmed job sheets which have the necessary orthographic views and all required management and inventory information
- Convert a minimum of two (2) drawings for CNC application, including the creation of layers, assignment of drawing entities and the protection and storage of converted files
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Design core and professional practices
- Ergonomic principles for furniture design and manufacture
- Type, range, uses and limitations of contemporary computer-aided design (CAD) software


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- Types, range, uses and limitations of contemporary CAD applications
- Industry product ranges and detailed knowledge of furniture construction processes
- Types of construction materials and their characteristics, uses and limitations
- Materials, trims, accessories and their properties and characteristics
- Enterprise information management systems and processes related to drawings
- Relevant WHS legislation, regulatory requirements and codes of practice

# 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 real or appropriately simulated situations involving the application of drawing and drafting techniques and to the related computing, operational and inventory support systems.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM4001 Assemble custom furniture

## Modification History

Release 1. Unit code and Application changed. Elements and Performance Criteria changed to active voice. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria. Supersedes and is equivalent to MSFFDT4002 Assemble custom furniture.

## Application

This unit describes the skills and knowledge required to assemble custom furniture to production specifications for design, manufacturing or similar operations.

This unit applies to individuals working in a manufacturing or design studio environment who participate in the assembly of custom furniture, either alone or as part of an internal or external team.

No licensing or legislative or certification requirements apply to this unit at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Workshop practice

## Elements and Performance Criteria

| **Elements** | **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 Verify and ensure compliance with relevant legislative, work health and safety and workplace requirements related to assembling custom furniture<br>1.2 Read and interpret job requirements to identify processes and materials<br>1.3 Plan assembly sequence and confirm materials and component layout from job specifications<br>1.4 Select and check tools, equipment and materials in accordance with workplace procedures<br>1.5 Select adhesives, trims and accessories and evaluate against job specifications |


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| | |
|---|---|
| | 1.6 Develop and document quality-checking procedures for each step of assembly process |
| 2. Assemble custom furniture | 2.1 Lay out components, materials and tools in accordance with assembly plan<br>2.2 Check components against specification prior to assembly and reject components that are out of specification in accordance with workplace procedures<br>2.3 Assemble components and check against job specification for accuracy, fit, twist and distortion<br>2.4 Assemble and fit other features to meet job specifications<br>2.5 Apply hardware and decorative accessories in accordance with job specifications<br>2.6 Prepare product for final finish, including checking for and removing bruises, scratches, dents and marks, to meet quality standards<br>2.7 Check product quality at identified checkpoints in accordance with work plan and against job specifications |
| 3. Finalise operation and maintain equipment | 3.1 Store or recycle unused materials as required in accordance with workplace procedures<br>3.2 Clean and store tools and equipment according to manufacturer specifications and workplace procedures<br>3.3 Tag and report on faulty or defective equipment in accordance with workplace procedures<br>3.4 Clean and clear work area in accordance with workplace procedures<br>3.5 Complete required workplace documentation |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

- Numeracy skills to interpret technical information and perform basic calculations including measurements.
- Reading skills to interpret written instructions and specifications.
- Writing skills to document quality standards and report on the assembly process.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*


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# Unit Mapping Information

Release 1. Supersedes and equivalent to MSFFDT4002 Assemble custom furniture.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM4001 Assemble custom furniture

## Modification History

Release 1. Unit code and Application changed. Elements and Performance Criteria changed to active voice. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria. Supersedes and is equivalent to MSFFDT4002 Assemble custom furniture.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- assemble and finish three different and significant custom furnishing products using three different adhesive types to meet quality standards and job specifications.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- techniques for the assembly, fixing and finishing of custom furniture components including:
  - wall units
  - vanity units
  - kitchen cabinets
  - sideboards/buffets
  - drawer units
  - display cabinets
  - counters
  - tables
  - beds
  - shelving
  - doors
- characteristics and properties of materials used in furniture components and their assembly including:
  - timber (both native and imported)
  - adhesives
  - screws
  - nails
  - dowels
  - metal fasteners


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    - knockdown fittings
    - glass
    - decorative finishes
    - abrasive paper
- types, characteristics, uses, limitations and safety requirements of tools and equipment used in assembly operations including:
    - clamps
    - winding sticks
    - measuring tapes or rules
    - hammers
    - mallets
    - squares
    - presses
- types, characteristics, uses, limitations and safety requirements of adhesives and fasteners used in custom furniture assembly
- locational characteristics that impact the approach to and outcomes of assembly of custom furniture
- potential workflows relating to the furniture items being assembled
- relevant problem identification and resolution relating to faults, out-of-specification components, tools, equipment and overall quality
- safe handling requirements for equipment, products and materials, including use of personal protective equipment
- applicable legislative, work health and safety and workplace requirements relevant to assembling custom furniture
- 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
- workplace and site standards, requirements, policies and procedures for the assembly of custom furniture.

# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment, information and resources, including:
    - product specifications
    - assembly equipment and materials
    - location information for where custom furniture will be fitted, sufficient to inform assembly approach and methods.


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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM4002 Collect and interpret information to support production processes

## Modification History

Release 1. Unit code and Application changed. Elements and Performance Criteria changed to active voice. Range of Conditions removed, and relevant content moved to Assessment Requirements. Assessment Requirements changed to include volume and frequency of evidence and remove duplication with Performance Criteria. Supersedes and is not equivalent to MSFFT4003 Organise production processes and MSFFT4008 Interpret and use workplace information.

## Application

This unit describes the skills and knowledge required to collect and apply statistical and other information to support the development and organisation of production processes in a furniture or similar operation.

This units applies to individuals working in a manufacturing environment who use information to analyse production processes, either alone or as part of an internal or external team.

No licensing or certification requirements apply to this unit at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Project management and professional development

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Collect information | 1.1 Identify existing and potential sources of statistical information in workplace, relevant to process being developed or managed<br>1.2 Establish statistical requirements of workplace, and any regulatory requirements, and set method of data collection to meet requirements<br>1.3 Apply mathematical and quality-checking processes to manage statistical information |
| 2. Analyse job | 2.1 Read and interpret job specifications and production processes to |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| requirements | identify required steps and stages in process, and clarify specifications to confirm understanding<br>2.2 Read and interpret job specifications and production processes to identify potential points of application of statistical data<br>2.3 Assess equipment capabilities in terms of meeting job specifications<br>2.4 Compare workplace production plans, including run time and quantities, with capabilities.<br>2.5 Apply and report on statistical information to identify potential points of process improvement in production |
| 3. Complete preparatory activities | 3.1 Use collected information to inform proposed modifications or adaptations of equipment to ensure achievement of job requirements<br>3.2 List requirements for tooling or dies as required in accordance with job specifications<br>3.3 Communicate raw material requirements to appropriate personnel in accordance with workplace procedures |
| 4. Develop and implement operational plans | 4.1 Develop operational work plans, including timeframes and milestones, in accordance with workplace procedures<br>4.2 Organise production operations based on understanding of requirements and information collected to ensure optimum use of resources<br>4.3 Record and amend operational plans in accordance with workplace procedures and industry practice |
| 5. Conduct trials to monitor equipment operation and product quality | 5.1 Set up equipment to make appropriate use of guards, warning devices and safety features, and modify standard operating procedures to suit production process<br>5.2 Monitor equipment operations to ensure variations or inconsistencies in output are identified, reported and rectified<br>5.3 Adjust equipment controls and settings to ensure consistency and continuity of production<br>5.4 Plan and document equipment maintenance, set-up and close-down procedures to support production process<br>5.5 Inspect product quality and compare with requirements<br>5.6 Modify the process where required to improve product quality |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 5.7 Record and report on any non-conformity in product output and investigate possible causes |
| 6. Evaluate production process | 6.1 Gather, prepare and process productivity information and other data reports in accordance with workplace procedures<br>6.2 Check and report on all procedures for process and conformity with trial outcomes<br>6.3 Note reasons for both positive and negative outcomes as per requirements<br>6.4 Analyse outcomes for trends or patterns that can be used to optimise workplace operations<br>6.5 Gain authorisation for ongoing work procedures from appropriate personnel for implementation, and negotiate required changes<br>6.6 Recommend variations to design specifications based on trial outcomes |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

- Reading skills to interpret job specifications.
- Numeracy skills to establish, document and interpret statistical information relating to production.
- Writing and oral communication skills to record and report on information and provide analysis.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

# Unit Mapping Information

Release 1. Supersedes and not equivalent to MSFFT4003 Organise production processes and MSFFT4008 Interpret and use workplace information.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM4002 Collect and interpret information to support production processes

## Modification History

Release 1. Unit code and Application changed. Elements and Performance Criteria changed to active voice. Range of Conditions removed, and relevant content moved to Assessment Requirements. Assessment Requirements changed to include volume and frequency of evidence and remove duplication with Performance Criteria. Supersedes and is not equivalent to MSFFT4003 Organise production processes and MSFFT4008 Interpret and use workplace information.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- collect and interpret information to support production processes for one specified and significant production operation, including:
  - reading and interpreting workplace documents including job specifications, statistical reports and other data and process documents
  - conducting trials
  - coordinating and evaluating the production process
  - reporting on the success of the process
  - undertaking statistical gathering and analysis using appropriate methods for the audience.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- sources of workplace information including:
  - production plans and schedules
  - product drawings and specifications
  - equipment instructions and capacities
  - relevant standards, inspection requirements and design rules
  - customer-related information
  - inventory and stock levels
  - archives and records
  - supplier and market analysis
- workplace and workflow theory relating to production processes and manufacturing
- equipment safety features
- workplace procedures for setting up for production and reporting


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- company products, market, work systems and equipment
- contemporary business information and statistical reporting, forecasting and presentation techniques
- softwares suitable for storage, manipulation, management and presentation of statistical information
- equipment and machine processes relevant to the production processes, including microprocessor or computer-controlled machines
- quality procedures, inspection and testing requirements
- legislative requirements of the work activities
- job specifications, 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.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - production plans and procedures
  - past collections of data
  - data-collecting and analysis tools or software.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM4003 Construct and evaluate prototypes and samples

## Modification History

Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria changed. Range of Conditions removed and relevant content moved to the Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria. Supersedes and is not equivalent to MSFFDT4005 Construct and evaluate furniture prototypes and samples, and MSFFT4006 Construct prototypes and samples.

## Application

This unit describes the skills and knowledge required to construct and evaluate, or oversee the construction and evaluation of, prototypes and samples based on established plans, drawings or specifications. Prototypes may be produced by hand, by using appropriate machines, tools and equipment, or by computer-assisted production, and may require the application of joinery, construction and finishing techniques.

The unit applies to individuals working in an industry operation of any size, or a design studio environment, who produce prototypes, either alone or as part of an internal or external team.

No licensing or certification requirements apply to this unit at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Workshop practice

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Establish work requirements | 1.1 Identify purpose of prototype or sample from prototype specifications<br>1.2 Identify materials specifications for item from prototype specifications and workplace documentation<br>1.3 Identify and verify ergonomic requirements from prototype specifications<br>1.4 Identify construction requirements and methods for materials |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | being used from prototype specifications |
| 2. Plan for prototype construction | 2.1 Prepare work plan for item, including construction stages or steps, checkpoints for measurements and tests, and assembly methods, to ensure requirements will be met<br>2.2 Ensure work health and safety requirements, including personal protection needs, are met throughout the work<br>2.3 Verify design brief and work plan, including compatibility of materials, with appropriate personnel and in accordance with workplace procedures<br>2.4 Locate suitable work area and ensure it is ready for work operation in accordance with workplace procedures |
| 3. Obtain materials and equipment | 3.1 Acquire correct type and quantity of material and other components to be used from specifications and ensure they are ready for use<br>3.2 Select suitable equipment based on work requirements and selected materials, and check operational effectiveness in accordance with manufacturer specifications<br>3.3 Identify and adjust jigs and other construction aids to suit work |
| 4. Construct the prototype or sample | 4.1 Follow work plan to construct item, referencing any sketches and other job specifications<br>4.2 Conduct checks at identified points and in accordance with workplace procedures<br>4.3 Identify, document and implement, within workplace procedures, any required modifications to design or plan<br>4.4 Perform initial inspection of prototype or sample to ensure it is fit for purpose |
| 5. Finalise the work sequence | 5.1 Prepare product for finishing in accordance with design specification<br>5.2 Clean, maintain and store tools and equipment in accordance with manufacturer specifications<br>5.3 Clean and clear work area, including applying waste management strategies in accordance with workplace procedures<br>5.4 Complete required workplace documentation |
| 6. Evaluate prototype | 6.1 Evaluate prototype or sample for functionality and aesthetic |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| or sample | appeal against design brief<br>6.2 Assess elements and principles of design of prototype or sample against design brief<br>6.3 Assess technical integrity of prototype or sample against design brief<br>6.4 Verify that ergonomic requirements are met from design requirements<br>6.5 Modify prototype or sample as needed to satisfy requirements of design brief and document any unresolvable variations<br>6.6 Review prototype or sample with client to ensure it meets requirements<br>6.7 Record process faults in prototype or sample and report to appropriate personnel in accordance with workplace procedures |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

- Numeracy skills to interpret technical information and perform basic calculations relating to measurement and estimation.
- Reading skills to interpret specifications and work plans.
- Writing and oral communication skills to record and report on prototype work sequences and produce evaluations.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

# Unit Mapping Information

Release 1. Supersedes and not equivalent to MSFFDT4005 Construct and evaluate furniture prototypes and samples, and MSFFT4006 Construct prototypes and samples.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM4003 Construct and evaluate prototypes and samples

## Modification History

Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria changed. Range of Conditions removed and relevant content moved to the Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria. Supersedes and is not equivalent to MSFFDT4005 Construct and evaluate furniture prototypes and samples, and MSFFT4006 Construct prototypes and samples.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- construct two different prototypes or samples from concept sketches and freehand development drawings, and in doing so:
  - interpret a design brief to apply design elements and principles
  - identify compatibility or incompatibility of materials, adhesives, fittings and fasteners for the application
  - select and apply appropriate joinery, construction and finishing techniques
  - select and use appropriate materials, equipment and processes for the item being constructed
  - show how the design of the prototype components relates to the expected life of the item
  - ensure that the prototype satisfies the original or varied specification.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- the function and features of a design brief, including:
  - the aims, objectives, milestones for the design project
  - target audience
  - budget
  - timeline
  - consultation requirements
  - colour requirements
  - image requirements
  - function
- the characteristics and behaviours of a broad range of materials, including:


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  - scrap timber and manmade timber
  - plastics
  - metal and metal alloys
  - stone
  - glass
  - fabrics and textiles
  - fibreglass
  - leather
  - foam
  - cardboard and paper products
  - any other manipulable substance
  - adhesives
  - fillers and finishes
- assembly processes, including:
  - nailing
  - gluing
  - screwing
  - welding
  - pressing
  - sewing
  - bonding
  - jointing
  - connecting various materials
- work health and safety legislation, regulations, standards and codes of practice relevant to the full range of processes for the construction of prototypes and samples
- workplace and site standards, requirements, policies and procedures for constructing prototypes and samples
- environmental protection requirements in relation to the selection and use of materials
- established communication channels and protocols relevant to the prototyping process, including stakeholder or client communications
- relevant problem identification and resolution to meet job specifications in terms of function, aesthetics, elements and principles of design, technical integrity and ergonomics
- elements and principles of design, including:
  - line
  - shape
  - form (geometric or organic)
  - texture
  - colour
  - function
- principles of ergonomic design and aesthetic values
- types of tools and equipment and procedures for their safe use, operation and maintenance


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- set-up and operation of equipment
- design and other relevant software and applications used in prototyping
- product assembly techniques
- sketching and drawing methods, including:
  - isometric
  - oblique
  - perspective
  - orthographic
  - elevation drawings that explode the parts of the concept sketches and include:
    - rough sizes
    - scale
    - tones
    - values
- storage systems and labelling
- procedures for the recording, reporting and maintenance of workplace records and information
- appropriate mathematical procedures for estimation and measurement
- 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.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM4004 Construct joints for custom furniture

## Modification History

Release 1. Unit code and Application changed. Elements and Performance Criteria changed to active voice. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria. Supersedes and is equivalent to MSFFM4002 Construct joints for custom furniture.

## Application

This unit describes the skills and knowledge to join timber by constructing joints using hand and portable power tools. It includes adapting or designing joints that are compatible with the product material, purpose and style of the product being made.

This unit applies to individuals working in a manufacturing or design studio environment who make and adapt joints to join timber, either alone or as part of an internal or external team.

No licensing or certification requirements apply to this unit at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Workshop Practice

## Elements and Performance Criteria

| **Elements** | **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 Verify and comply with relevant legislative, work health and safety and workplace requirements related to constructing joints<br>1.2 Read and interpret product specifications and other relevant documentation to identify furniture joint requirements<br>1.3 Identify product purpose, furniture style and construction material required from supplied documentation<br>1.4 Identify joint requirements and select appropriate joint type for design, construction or adaption<br>1.5 Select tools, adhesives and fasteners to match joint type<br>1.6 Check tools, equipment and materials for serviceability and safety in accordance with workplace procedures |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.7 Develop and document quality-checking procedures for each step in joint construction process |
| 2. Make joint | 2.1 Mark out cutting and joining lines to suit joint type<br>2.2 Check measurements and calculations for accuracy and to ensure quality outcomes<br>2.3 Identify timber features and observe optimal usage criteria<br>2.4 Cut timber to specification, and inspect and prepare for joining<br>2.5 Join timber in accordance with job specifications<br>2.6 Use fasteners and adhesives to ensure that, based on specification, required joints are firm<br>2.7 Check finished joint against quality requirements |
| 3. Finalise the work sequence | 3.1 Prepare product for finishing in accordance with design specification<br>3.2 Clean, maintain and store carving tools in accordance with manufacturer specifications<br>3.3 Clean and clear work area in accordance with workplace procedures<br>3.4 Complete required workplace documentation |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

- Numeracy skills to interpret technical information and perform basic calculations including measurements.
- Reading skills to interpret job specifications.
- Writing and oral communication skills to document quality standards and procedures and record and report on joint construction.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*


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# Unit Mapping Information

Release 1. Supersedes and not equivalent to MSFFM4002 Construct joints for custom furniture.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM4004 Construct joints for custom furniture

## Modification History

Release 1. Unit code and Application changed. Elements and Performance Criteria changed to active voice. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria. Supersedes and is equivalent to MSFFM4002 Construct joints for custom furniture.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- produce a minimum of four different joint types that meet industry standards and tolerances, with at least two produced substantially by hand operations, and in doing so:
  - utilise at least three different adhesive types across the different joint types
  - match requirements of adhesives and fasteners to the timbers/materials used.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- types of joints used, including:
  - dowel
  - mortise and tenon
  - dovetail
  - lap joint
  - biscuit joint
  - finger joint
  - housing joint
  - mitre or bridle joints
- types of tools and equipment used in joint construction and procedures for their safe use, operation and maintenance, including:
  - chisels
  - mallets
  - mortise gauges
  - vernier callipers
  - vices
  - dovetail, tenon and coping saws
  - planes
  - files


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  - hand and power drills
  - dowel jigs
  - portable biscuit machines
  - power routers, planers, saws and sanders
- characteristics and properties of timber being used for joint
- characteristics, properties and selection criteria of adhesives used, including:
  - resorcinol formaldehyde
  - polyurethane
  - epoxy
  - cyanoacrylate
- moisture suppressants and barrier systems relevant to joint construction and finishes
- workflow in relation to the products being made or repaired
- equipment safety features and serviceability criteria
- applicable work health and safety, legislative and workplace requirements relevant to constructing joints for custom.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - a selection of products requiring joints
  - a full suite of tools and adhesives for potential selection and use.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM4005 Design, construct and test jigs

## Modification History

Release 1. Unit code and Application changed. Element and Performance Criteria changed. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria. Supersedes and is not equivalent to MSFDN4004 Design, construct and test jigs and MSFFDT4015 Produce templates and jigs for custom-made furniture.

## Application

This unit describes the skills and knowledge required to design, construct and test jigs required for manufacture, assembly, construction and testing of products. It covers all jigs, whether temporary or highly engineered, designed manually or through use of computer-aided design tools.

This unit applies to individuals required to design, construct and test jigs as part of their job role in design, manufacturing and similar workplaces, either alone or as part of an internal or external team.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Workshop practice

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Determine production requirements | 1.1 Identify and follow work health and safety requirements, including personal protection needs, throughout the work<br>1.2 Gather information about item to be produced from work documentation and liaise with others involved in design and production process<br>1.3 Identify and review constraints and opportunities for jig design from requirements and workplace procedures |
| 2. Design jig | 2.1 Develop ideas for jig design based on knowledge of materials and production processes |


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| Elements | Performance Criteria |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| | 2.2 Refine jig design through testing and experimentation to meet requirements<br>2.3 Make accurate calculations to support effective jig design<br>2.4 Plan a production process that works effectively with jig design<br>2.5 Produce jig design based on testing and production process investigation undertaken<br>2.6 Specify materials for jig construction from design process |
| 3. Construct jig | 3.1 Select tools and equipment suited to the jig design<br>3.2 Construct jig in accordance with design and within tolerances using techniques that match requirements |
| 4. Test jig | 4.1 Use jig to produce sample and determine its adherence to set tolerances<br>4.2 Adjust jig and design specifications to meet production requirements in response to testing |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but are not explicit in the performance criteria.

- Numeracy skills to interpret technical information and perform basic calculations including measurements=.
- Reading skills to interpret job requirements.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency*.

# Unit Mapping Information

Release 1. Supersedes and not equivalent to MSFDN4004 Design, construct and test jigs and MSFDT4015 Produce templates and jigs for custom-made furniture.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM4005 Design, construct and test jigs

## Modification History

Release 1. Unit code and Application changed. Element and Performance Criteria changed. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria. Supersedes and is not equivalent to MSFDN4004 Design, construct and test jigs and MSFFDT4015 Produce templates and jigs for custom-made furniture.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- successfully design, construct and test jigs that operate within acceptable production tolerances for two projects, including one moving jig.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- how to interpret detailed product specifications and technical drawings
- characteristics, uses and limitations of materials used for jig construction
- construction techniques relevant to the chosen jig material
- processes for testing jig design
- machine technical specifications, including the acceptable criteria for related jigs
- mathematical procedures for taking measurements and making calculations for jig design.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - product specifications and drawings
  - drawing materials or equipment for jig design
  - jig construction materials
  - construction machinery, equipment and hand tools.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.


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# Links

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# MSFFDM4006 Hand carve wood to custom design

## Modification History

Release 1. Unit code and Application changed. Elements and Performance Criteria changed to active voice. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria and clarify requirements. Supersedes and is equivalent to MSFFM4001 Hand carve wood to custom design.

## Application

This unit describes the skills and knowledge required to confirm the design requirements, select the wood, hand carve a custom design and prepare the carving for finishing.

This unit applies to individuals working in a manufacturing or design studio environment who hand carve wood components, either alone or as part of an internal or external team.

No licensing or certification requirements apply to this unit at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Workshop practice

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Confirm the design requirements | 1.1 Verify and comply with relevant legislative, work health and safety and workplace requirements related to hand carving wood<br>1.2 Read and interpret product design requirements and confirm feasibility of design<br>1.3 Elaborate on and document product design requirements in accordance with workplace requirements |
| 2. Select and prepare the wood to be hand carved | 2.1 Analyse and confirm design requirements in terms of product specification and product usage<br>2.2 Identify wood species that will satisfy product specifications<br>2.3 Select wood for carving from a detailed analysis and comparison of |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | product specification and characteristics, properties and costs of available wood species<br>2.4 Prepare wood for hand carving using suitable methods |
| 3. Select carving tools | 3.1 Select carving tools suitable to meet requirements<br>3.2 Check selected carving tools for serviceability, sharpness, maintenance compliance and safety in accordance with manufacturer instructions and workplace procedures<br>3.3 Rectify faults or pass to suitably qualified personnel for resolution<br>3.4 Select required equipment to hold or support material for hand tools application |
| 4. Carve the wood | 4.1 Select a style and method of wood carving suitable for selected wood and design requirements<br>4.2 Apply and enface carving patterns on wood to guide carving and optimise use of wood<br>4.3 Confirm wood grain selection and appropriateness of tools by applying to bulk clearance<br>4.4 Apply carving tools to precision requirements of product design |
| 5. Finalise operation | 5.1 Prepare product for finishing in accordance with design specification<br>5.2 Clean, maintain and store carving tools in accordance with manufacturer specifications<br>5.3 Clean and clear work area in accordance with workplace procedures<br>5.4 Complete required workplace documentation |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but are not explicit in the performance criteria.

- Numeracy skills to interpret technical drawings and designs that include measurements.
- Reading skills to interpret design information and timber specifications.
- Writing and oral communication skills to record and report on the hand carving operation.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*


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# Unit Mapping Information

Release 1. Supersedes and equivalent to MSFFM4001 Hand carve wood to custom design.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM4006 Hand carve wood to custom design

## Modification History

Release 1. Unit code and Application changed. Elements and Performance Criteria changed to active voice. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria and clarify requirements. Supersedes and is equivalent to MSFFM4001 Hand carve wood to custom design.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- hand carve two significant products, showing:
  - the interpretation and necessary adoption of the design specifications
  - the selection of suitable timber for the carving
  - the completion of the carving to specification or commercially acceptable standard
  - the preparation of the products for finishing
- carry out operator maintenance on hand tools used across the two significant products, including the grinding and sharpening of at least one knife and one chisel.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- terminology covering hand carving operations and materials
- techniques used in hand carving, including:
  - chip carving
  - relief carving
  - Scandinavian flat plane
  - caricature carving
  - love spoon
  - treen
  - whittling
- types, characteristics, uses and limitations of timber species for hand carving
- techniques for the design and documentation of specifications for hand carved products
- workplace and site standards, requirements, policies and procedures for hand carving of wood
- types, characteristics, uses, limitations and maintenance requirements of the range of tools used in wood carving, including:


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  - carving knives
  - chisels (straight and curved)
  - short bent front bent
  - spoon bit
  - back bent
  - skew
  - fishtail
  - spade
  - parting tool
  - macaroni (fluterino and backeroni)
  - palm tools
  - rasps
  - rifflers
  - punches
  - gouges
  - venier
  - router
- processes for evaluating the quality of carving tools in terms of specifications, safety, maintainability and commercial reputation
- preparation methods wood for carving, including:
  - confirming grain
  - identifying and responding to faults
  - dealing with knots and contaminants
  - cutting wood to workable size and shape
- applicable work health and safety, legislative and workplace requirements and instructions relevant to the hand carving of wood.

# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - product specifications and/or drawings
  - a range of hand carving tools.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.


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# MSFFDM4007 Identify and calculate production costs

## Modification History

Release 1. Unit code and Application changed. Elements and Performance Criteria changed. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria and clarify requirements. Supersedes and is not equivalent to MSFFT4010 Identify and calculate production costs.

## Application

This unit describes the skills and knowledge required to gather and analyse information needed for the costing process and then estimate, calculate and document production costs in a commercial production environment.

This unit applies to individuals working in a role requiring estimation of end-to-end production costs, either alone or as part of an internal or external team.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Project management and professional development

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Gather and analyse information | 1.1 Identify and collect information required to calculate production costs<br>1.2 Analyse information and extract relevant details<br>1.3 Convert required information to an appropriate format or software and store ready for retrieval and application |
| 2. Estimate production costs | 2.1 Estimate and accurately record types and quantities of materials required for production based on specifications<br>2.2 Estimate time requirements for production activities and other lead times based on specifications<br>2.3 Estimate and record labour requirements for direct production and handling operations based on specifications |


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| Elements | Performance Criteria |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| | 2.4 Estimate and record costs associated with wastage (labour, materials, consumables) based on specifications and previous project outcomes |
| 3. Determine production costs | 3.1 Calculate and document total production costs using required software in accordance with workplace procedures<br>3.2 Determine and document allowance for overheads and mark-up percentages in accordance with workplace procedures<br>3.3 Determine costs associated with transportation and packaging of product<br>3.4 Calculate and communicate final cost to customer through liaison with marketing/sales personnel and other personnel involved in financial decision-making |
| 4. Document costing | 4.1 Document details of costs in accordance with workplace procedures and formats<br>4.2 Check and verify costing details in accordance with workplace procedures<br>4.3 File and store costing information for future reference in accordance with workplace procedures<br>4.4 Respond appropriately and in accordance with workplace procedures to changes in scope and other requirements |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

- Numeracy skills to identify and interpret different data types, perform calculations including measurements and provide product and production estimates.
- Reading skills to interpret product and production costing information.
- Writing and oral communication skills to record and report on production costing processes and information accurately.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*


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# Unit Mapping Information

Release 1. Supersedes and not equivalent to MSFFT4010 Identify and calculate production costs.

# Links

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# Assessment Requirements for MSFFDM4007 Identify and calculate production costs

## Modification History

Release 1. Unit code and Application changed. Elements and Performance Criteria changed. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria and clarify requirements. Supersedes and is not equivalent to MSFFT4010 Identify and calculate production costs.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- identify and calculate production and product costs for two different products, and:
  - deliver documentation that identifies accurate costing information about all of the following:
    - materials
    - labour
    - overheads and percentage mark-ups
    - wastage
    - transport and packaging where relevant
  - produce reporting that shows the collection, organisation, and interpretation of information including procedures (in the context of cost), materials costings, payroll data, accounting records, costing matrices of other businesses and past production data
  - select suitable software or other means for documenting and communicating the production and product costs
  - adapt costings based on differences or changes in production scope, and report on the impact of those changes for one of the products.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- information required to establish production costs and what specific details are required:
  - product specifications
  - process specifications
  - production plan
  - labour unit costs
  - warehousing and distribution
  - logistic support contracts


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- supply agreements
- overhead costs:
  - rental/lease costs
  - utilities
  - non-production resources
  - depreciation of plant and equipment
  - warehousing margins
  - physical distribution unit costs
  - insurance
- workplace financial and costing policies and procedures for calculating and communicating costings
- how changes in product/production scope impact on costings
- features of software applications for calculating production costs to inform appropriate selection
- methods of communication relating to documenting production costs for both internal workplace and stakeholder/client consumption
- mathematical procedures used to calculate production costs:
  - estimation
  - the four basic mathematical operations: addition, subtraction, multiplication, and division
  - calculation of percentage mark-ups.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - product specifications
  - production process information
  - workplace costing policies and procedures
  - current information technology used for calculating and communicating costings.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM4008 Investigate materials and technologies for design projects

## Modification History

Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria changed. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria and include volume/frequency of evidence. Supersedes and is not equivalent to MSFFDT4011 Research and select furniture materials and technology.

## Application

This unit describes the skills and knowledge required to research and recommend materials and technologies that meet the requirements of a design brief.

This unit applies to individuals working in a manufacturing or design studio environment who analyse and compare product and technology information from a wide range of sources to develop a design solution, either alone or as part of an internal or external team.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Furniture design and manufacturing – general

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Determine project requirements | 1.1 Review and clarify project brief with client to confirm requirements<br>1.2 Confirm and evaluate parameters and constraints from requirements<br>1.3 Select work resources based on needs of project<br>1.4 Identify and assess aspects of brief that inform finish selection<br>1.5 Identify key project stakeholders and establish required communication protocols |
| 2. Research materials | 2.1 Assess aesthetic requirements of materials and identify potential options that meet requirements<br>2.2 Evaluate intended use against the functional features of different |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | materials<br>2.3 Identify and consider new and emerging finish technologies for their application to project brief<br>2.4 Identify application requirements in terms of available expertise<br>2.5 Evaluate finish properties for their safety and sustainability<br>2.6 Source and compare information about costs and availability against project brief |
| 3. Research technologies | 3.1 Assess product requirements and identify potential technology options for design and production<br>3.2 Evaluate intended use against outputs of different technological approaches<br>3.3 Identify and consider new and emerging production technologies for their application to brief<br>3.4 Identify application requirements in terms of available expertise, equipment and other relevant resources<br>3.5 Assess technological options against production output requirements including volume, quality and speed<br>3.6 Source and compare information about costs and availability against project brief |
| 4. Refine ideas and recommend solution | 4.1 Explore and refine ideas about materials and technology through a process of reflection and testing<br>4.2 Choose a materials and technology solution based on research findings that satisfies elements and principles of design and key objectives of project brief<br>4.3 Provide clear and relevant research information highlighting findings and rationale for materials and technologies chosen |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

- Numeracy skills to interpret technical information and perform calculations relating to product and production costings.


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- Reading skills to interpret information including design briefs, and materials and technology specifications.
- Writing and oral communication skills to record and present investigation findings.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

# Unit Mapping Information

Release 1. Supersedes and is not equivalent to MSFFDT4011 Research and select furniture materials and technology.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM4008 Investigate materials and technologies for design projects

## Modification History

Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria changed. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria and include volume/frequency of evidence. Supersedes and is not equivalent to MSFFDT4011 Research and select furniture materials and technology.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- investigate materials and associated technologies that respond to three different design briefs and which individually or cumulatively involve at least two types of materials, and in doing so:
  - evaluate the variations in costs and quality outcomes associated with different materials and technologies for each of the three design briefs.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- elements and principles of design, their interrelationships and how they are used in materials selection
- how different technologies can be used to achieve design elements, and how materials and technologies interact
- emerging industry technologies and the potential for application to meet a design brief
- production methodologies of furniture (or similar) manufacturers, including suitability of different methods for a range of output volumes
- design techniques for products based on materials selection
- materials used to produce products, including:
  - their specifications, behaviours and limitations
  - wood, plastics, metals and other commonly used materials
- how to structure and present research information and recommendations.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:



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- use of suitable facilities, equipment and resources, including:
  - design briefs
  - information technology for research and design presentation.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM4009 Match furnishing style and materials to customer requirements

## Modification History

Release 1. Unit code and application changed. Elements and performance criteria changed. Range of conditions removed and relevant information moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria. Supersedes and is equivalent to MSFFT4009 Match furnishing style and materials to customer requirements.

## Application

This unit describes the skills and knowledge required to determine and match customer style and materials requirements and create the related workplace documentation.

This unit applies to individuals providing furnishing product information to customers in any sector. Customers may be internal or external.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Design practice

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Determine customer requirements | 1.1 Establish customer needs through review of documentation or consultation with customer and in-person inspection of product site if required<br>1.2 Research and identify potential options and provide details or examples of potential furnishing or similar products that meet styles and materials requirements to customer<br>1.3 Explain limitations and benefits of different styles and materials within context of product's intended location and use<br>1.4 Identify and explain options for the use and modification of styles or materials to customer<br>1.5 Confirm customer specifications and parameters for making final |


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| Elements | Performance Criteria |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| | selections |
| 2. Match options to customer requirements | 2.1 Compare customer specifications and user requirements with furnishing styles and materials options, ensuring consistency of style and materials between existing and proposed new products or locations<br>2.2 Present range of best-fit styles and materials to customer for evaluation<br>2.3 Answer customer queries and use examples to illustrate answers |
| 3. Document customer requirements | 3.1 Establish and confirm specifications, delivery requirements and required quality standards in accordance with workplace procedures<br>3.2 Calculate required product quantities and associated costs<br>3.3 Document details in accordance with workplace procedures, including research results and confirmation of styles and materials matching, and special instructions required for production |

## Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

- Numeracy skills to interpret technical information and perform calculations relating to product and production costings.
- Reading skills to interpret research information and specifications.
- Writing and oral communication skills to document research results and report to stakeholders.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

## Unit Mapping Information

Release 1. Supersedes and is equivalent to MSFFT4009 Match furnishing style and materials to customer requirements.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM4009 Match furnishing style and materials to customer requirements

## Modification History

Release 1. Unit code and application changed. Elements and performance criteria changed. Range of conditions removed and relevant information moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria. Supersedes and is equivalent to MSFFT4009 Match furnishing style and materials to customer requirements.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- match furnishing style and/or materials to meet the needs of two different customers, providing information on all of the following:
  - product characteristics and origins
  - competitive features
  - how the product meets specific customer needs
  - costs.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- legal and ethical considerations when providing information to customers, including individual responsibility under Australian consumer law
- parameters for making furnishing style and materials selections:
  - overall design parameters
  - colour
  - materials
  - practicality
  - cost
  - end user requirements
- historical and contemporary, including emerging art and design styles and movements, and their respective style characteristics and materials, and options relevant to the work context:
  - product characteristics and origins
  - competitive features
  - costs
- visual aesthetics


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- current market segment products, and suitable online and offline sources of inspiration and possible design elements that will meet client needs:
  - brochures
  - magazines
  - websites such as online galleries and retail sites
  - design forums
  - reference books
  - other existing workplace design information
  - transferable technological ideas or concepts
  - natural or man-made structures and objects
- current ethical issues in society affecting makers and designers, including but not limited to:
  - social justice
  - environmental sustainability
  - ethical sourcing of material
  - biodiversity
  - cultural heritage and sensitivities
  - social responsibilities of makers and designers
- making techniques for products based on materials selection
- style, materials and finishes used to produce products, including their specifications, behaviours and limitations, and how currently available materials and finishes can be applied to achieve historical art and design styles
- workplace policies and procedures for:
  - costing of products
  - interactions with customers
  - documentation requirements
- mathematical procedures for calculation of costs.

# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - information about product options
  - information technology for documentation.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.


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# MSFFDM4010 Prepare and present design and manufacturing information

## Modification History

Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria changed. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to remove content duplicated with Performance Criteria, and volume/frequency of evidence added. Supersedes and is not equivalent to MSFFDT4007 Prepare and present furniture design information.

## Application

This unit describes the skills and knowledge required to prepare and present information about design concepts and the associated manufacturing proposals in response to a design brief.

This unit applies to individuals who analyse and use information from a wide range of sources as part of the design process. They may work alone or as a member of a collaborative design/manufacturing team.

No licensing or certification requirements apply to this unit at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Furniture design and manufacturing – general

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Plan for presentation of information | 1.1 Review, confirm and clarify design brief with appropriate personnel<br>1.2 Assess type and quantity of information to be presented based on design brief<br>1.3 Develop a presentation methodology suited to audience and select equipment and software appropriate to chosen methodology |
| 2. Prepare information | 2.1 Collate and prepare drawings for presentation that include both concept and construction information<br>2.2 Gather prototypes and samples from design process and prepare for |


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| Elements | Performance Criteria |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | presentation to suit audience needs<br>2.3 Source and prepare supporting written information about design, proposed manufacturing process and potential options<br>2.4 Include information about all stages of manufacturing process |
| 3. Present information | 3.1 Present recommendations in a format and level of detail suited to client and scope of the project<br>3.2 Articulate rationale for chosen solution and present to client<br>3.3 Seek client feedback on proposed solution and use feedback in design process |

# Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance but not explicit in the performance criteria.

- Numeracy skills to interpret technical information.
- Reading skills to interpret design briefs and other relevant information.
- Writing and oral communication skills to record and report on design and manufacturing information.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

# Unit Mapping Information

Release 1. Supersedes and not equivalent to MSFFDT4007 Prepare and present furniture design information.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM4010 Prepare and present design and manufacturing information

## Modification History

Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria changed. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to remove content duplicated with Performance Criteria, and volume/frequency of evidence added. Supersedes and is not equivalent to MSFFDT4007 Prepare and present furniture design information.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- prepare and present design and manufacturing information for two different products that includes:
  - two types of drawings (sketches, working drawings, digital drawings or manual drawings)
  - information on materials, and construction techniques or manufacturing technologies, and finishing
  - one of maquettes, prototypes or samples
  - selection of workplace technology including communication and design software that shows consideration of audience
  - selection and implementation of one or more methods to review the effectiveness of the presentation.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- information collection methods that support presentation development and delivery
- communication protocols
- elements and principles of design
- application and use of ergonomic and anthropometric data (or factors) in design projects
- presentation methods for communicating elements and principles of design
- manufacturing methodologies being presented, including their advantages and disadvantages.
- digital and non-digital presentation methods options for presentation methodology, and the advantages and disadvantages and associated equipment requirements for presenter and audience:
  - presentation boards
  - portfolios


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- photography
- video and remote delivery
- other forms of multimedia.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - design briefs
  - current information technology including design software for preparation of information.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM4011 Prepare tender submissions

## Modification History

Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria updated to active voice. Range of Conditions removed and relevant content added to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria. Supersedes and is equivalent to MSFFT4012 Prepare a tender submission.

## Application

This unit describes the skills and knowledge required to analyse tender requirements and prepare and submit a formal tender for the supply of products and services.

This unit applies to individuals working in senior operational, supervisory or management roles in any industry sector, either alone or as part of an internal or external team.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Project management and professional development

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify opportunity to provide products or services | 1.1 Identify opportunities that are within operational scope or work areas of business unit or workplace<br>1.2 Match available workplace resources expertise to potential opportunities<br>1.3 Assess feasibility of undertaking proposed project or work and seek approval in accordance with workplace policies and procedures |
| 2. Analyse tender requirements | 2.1 Correctly interpret tender specification documentation and seek clarification with originator if required<br>2.2 Develop proposed methodology that matches scope and nature of tender request<br>2.3 Identify required resources and confirm their availability with |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | provider in accordance with workplace procedures<br>2.4 Adjust methodology to accommodate availability of resources and expertise available |
| 3. Prepare a tender estimate | 3.1 Prepare estimate taking all requirements into account and providing for contingencies as required by workplace policies, procedures and requirements<br>3.2 Ensure costing of estimate conforms to workplace policies and procedures<br>3.3 Create estimate that satisfies total requirement and, where this cannot be provided, provide substantiated explanations and options<br>3.4 Check estimate for accuracy and detail in accordance with workplace procedures |
| 4. Submit a tender | 4.1 Prepare tender documentation in accordance with workplace policies and procedures<br>4.2 Verify that tender addresses required details and meets originator's requirements<br>4.3 Submit complete and accurate tender within required timeframe and in format required by request<br>4.4 Record and store tender documentation in accordance with workplace requirements |
| 5. Review tender process | 5.1 Negotiate changes and variations to tender to meet needs of client and workplace, and in accordance with contractual arrangements, workplace policies, procedures and delegated authority<br>5.2 Review and evaluate tender content and process using outcome and feedback provided by client and stakeholders<br>5.3 Adjust procedures if required to improve subsequent bids |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.


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- Numeracy skills to interpret technical information and perform calculations related to product and production costings.
- Reading skills to interpret tender requirements.
- Writing and oral communication skills to consult with workplace and stakeholders and prepare tenders.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

# Unit Mapping Information

Release 1. Supersedes and equivalent to MSFFT4012 Prepare a tender submission.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM4011 Prepare tender submissions

## Modification History

Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria updated to active voice. Range of Conditions removed and relevant content added to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria. Supersedes and is equivalent to MSFFT4012 Prepare a tender submission.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- prepare two formal tenders for different and significant goods and services that address:
  - the full requirements of the tender brief
  - total resource requirements
  - total costing covering all components and scenarios
  - legislative requirements
  - options for the client.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- work area for which tender is being prepared, including:
  - compliance requirements (internal and external)
  - quality requirements
- features and formats of complex information that includes:
  - multi-trade work instructions and work orders
  - building and structural plans and safety procedures – and how to interpret them
- report writing techniques
- factors that impact decision to submit tenders:
  - resources
  - capacities
  - capabilities
- tender processes:
  - management
  - preparation
  - submission


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  - review
  - evaluation
- financial and legal requirements for tendering
- legislation relating to tendering and contracting for goods and/or services of the workplace.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - requests for tender
  - computer equipment and software.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM4012 Produce computer-aided line and component production drawings

## Modification History

Release 1. Unit code and title changed. Application changed. Performance Criteria simplified and changed to active voice. Range of Conditions removed with relevant information moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria and clarify volume/frequency of evidence. Supersedes and is equivalent to MSFDN4002 Produce line and component production drawings.

## Application

This unit describes the skills and knowledge required to use computing and software capabilities to produce line and component production drawings intended for use in a furnishing industry production, manufacturing or marketing environment.

This unit applies to individuals required to create line drawings as part of their job role in design, manufacturing and similar workplaces for production purposes.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Design documentation and machine interface

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Produce line drawings | 1.1 Identify and obtain essential information that informs drawing requirements<br>1.2 Select presentation style and appropriate software to achieve desired result<br>1.3 Create clear drawings that accurately reflect product specification and presentation requirements |
| 2. Prepare component production drawings | 2.1 Obtain essential information on component specifications, dimensions and drawing and labelling management<br>2.2 Identify drawing conventions and specifications to be noted on |


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| Elements | Performance Criteria |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| | drawing<br>2.3 Plot dimensions and connect to match appropriate drawing view or perspective<br>2.4 Identify and note required production information, special requirements and drawing information<br>2.5 Check drawing for accuracy, clarity and compliance with workplace documentation requirements<br>2.6 Label, store and process drawing in accordance with workplace requirements |

## Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

- Numeracy skills to interpret and present technical information and calculate measurements.
- Reading skills to interpret requirements.
- Writing skills to communicate production information and requirements.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

## Unit Mapping Information

Release 1. Supersedes and is equivalent to MSFDN4002 Produce line and component production drawings.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM4012 Produce computer-aided line and component production drawings

## Modification History

Release 1. Unit code and title changed. Application changed. Performance Criteria simplified and changed to active voice. Range of Conditions removed with relevant information moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria and clarify volume/frequency of evidence. Supersedes and is equivalent to MSFDN4002 Produce line and component production drawings.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- produce three computer-aided line and production drawings, of which one must be 3D, and:
  - interpret specifications and measurements in two and three-dimensional (2D and 3D) forms across the three drawings.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- typical features and functions of computer-aided drawing programs and their application in producing detailed line and production drawings:
  - drawing tools
  - view displays
  - edit functioning
  - working layers
  - plotting
- basic elements of line and component production drawings:
  - size and shape of component or product
  - projection and production method
  - limits, fits and tolerances of size, form and position
  - surface treatments
  - materials specifications
- regulatory requirements, recognised standards and codes, and industry practices for drawing.


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# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - design concepts
  - specifications
  - computer-aided design equipment included current industry-standard software.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM4013 Produce curved and shaped components for custom furniture

## Modification History

Release 1. Unit code and Application changed. Elements and Performance Criteria changed to active voice. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to include volume and frequency of evidence and remove duplication with Performance Criteria. Supersedes and is equivalent to MSFFM4003 Produce curved and shaped components for custom furniture.

## Application

This unit describes the skills and knowledge required to produce curved and shaped components for custom furniture or similar products in in furnishing or similar operations.

This unit applies to individuals working in a manufacturing or design studio environment who produce custom curved or shaped components, either alone or as part of an internal or external team.

No licensing or certification requirements apply to this unit at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Workshop practice

## Elements and Performance Criteria

| **Elements** | **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 Verify and comply with relevant legislative, work health and safety and organisation requirements related to producing curved and shaped components<br>1.2 Read and interpret job specifications to identify processes and materials<br>1.3 Identify, evaluate and select production materials<br>1.4 Select and check tools and equipment in accordance with workplace procedures<br>1.5 Identify, evaluate and select techniques for bending, forming and |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | shaping components for particular applications<br>1.6 Plan sequence of work, including the starting point, to ensure efficiency and quality of construction<br>1.7 Develop and document quality-checking procedures for each step of production process |
| 2. Produce components | 2.1 Set out component specifications in accordance with work instructions and mark materials following industry best-practice<br>2.2 Operate tools, machines and equipment in accordance with safety requirements and manufacturer specifications<br>2.3 Bend, form and shape materials in accordance with production plan<br>2.4 Check components against specified tolerances, fit and accuracy in job specifications |
| 3. Finalise operation and maintain equipment | 3.1 Prepare product for finishing in accordance with design specifications<br>3.2 Clean, maintain and store carving tools and other equipment in accordance with manufacturer specifications<br>3.3 Clean and clear work area in accordance with workplace procedures<br>3.4 Complete required workplace documentation |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

- Numeracy skills to interpret technical information and perform calculations including measurements.
- Reading skills to interpret design information and specifications.
- Writing skills to record and report on production.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSFFM4003 Produce curved and shaped components for custom furniture.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM4013 Produce curved and shaped components for custom furniture

## Modification History

Release 1. Unit code and Application changed. Elements and Performance Criteria changed to active voice. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to include volume and frequency of evidence and remove duplication with Performance Criteria. Supersedes and is equivalent to MSFFM4003 Produce curved and shaped components for custom furniture.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- produce six significant timber curved components, five from solid timber and one using ply:
  - one involving shaping from solid timber using hand techniques
  - one involving shaping from solid timber using machine techniques
  - one involving laminating
  - one involving use of heat/steam
  - one involving other techniques
- items must demonstrate appropriate design, use of materials and strength for purpose
- perform checks on tools and equipment used across the six components, relating to appropriateness for use, service standards and safety.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- techniques for timber bending, forming and shaping, including:
  - laminating
  - coopering
  - steam bending
  - saw kerfing
  - hand shaping
  - machine shaping
  - timber shaped by hand or static machine tools
- types and characteristics of materials use in the curving or shaping of components, including:
  - solid timber and timber composites including plywood, medium density fibreboard (MDF) and veneer


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  - plastic laminate
  - sheet metal
  - adhesives
  - screws
  - nails
  - dowels
  - decorative finishes
  - abrasive paper
  - finishing materials
- types, characteristics, uses, limitations and maintenance requirements of solid timbers commonly used in furniture production
- types, characteristics, uses and limitations on hand and power tools used in timber bending, forming and shaping, including:
  - band, cross-cut, mitre, panel and rip saws
  - surface and panel planers
  - belt sanders
  - horizontal borers
  - vertical drill presses
  - dove-tailers
  - pedestal grinders
  - wood-turning lathes
  - veneer guillotines
  - presses
- interpretation of plan representations of furniture design
- techniques for the preparation of drawings/set-outs/rods and geometrical concepts
- workflow within the workplace
- applicable work health and safety, legislative and workplace requirements relevant to the production of curved and shaped components for custom furniture are verified and complied with
- workplace and site standards, requirements, policies and procedures for the production of curved and shaped components for custom furniture

# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - hand and power tools
  - a wide range of timber and timber composite materials

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM4014 Produce manual and computer-aided drawings from design concepts

## Modification History

Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria simplified and changed to active voice. Range of Conditions removed with relevant information moved to Assessment Requirements. Assessment Requirements changed to include volume and frequency of evidence and remove duplication with Performance Criteria. Supersedes and is not equivalent to MSFDN4001 Produce drawings from design concepts.

## Application

This unit describes the skills and knowledge required to produce manual and computer-aided drawings of furnishing or similar products from design concepts.

This unit applies to individuals required to create drawings as part of their job role in design, manufacturing and similar workplaces, either alone or as part of an internal or external team.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Design documentation and machine interface

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for drawing work | 1.1 Identify product purpose, characteristics and production materials and methods, and assess impact of these on drawing process<br>1.2 Confirm type of drawing to be developed from information and select appropriate medium and tools<br>1.3 Set up hardware and software as required in accordance with operating instructions and workplaces procedures<br>1.4 Identify drawing conventions and specifications for notation on drawing<br>1.5 Establish and document design concept requirements, identifying dimensions, angles, shapes and finished size |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Quantify and draft initial drawing | 2.1 Accurately plot dimensions from prototype sketch and documented specifications<br>2.2 Connect dimensional points to match appropriate drawing view<br>2.3 Accurately note required production information or special requirements<br>2.4 Note drawing conventions and specifications on documentation |
| 3. Complete drawing | 3.1 Check angles, shapes and dimensions against specifications and concept prototype drawing<br>3.2 Identify and make required adjustments to designs based on review and consultation with relevant people<br>3.3 Check drawing for compliance with workplaces documentation requirements<br>3.4 Store data files in accordance with operating instructions and workplaces procedures |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

- Numeracy skills to interpret technical information and perform calculations.
- Reading skills to interpret the product or design specifications.
- Writing skills to document production and other requirements.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

# Unit Mapping Information

Release 1. Supersedes and is not equivalent to MSFDN4001 Produce drawings from design concepts.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM4014 Produce manual and computer-aided drawings from design concepts

## Modification History

.Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria simplified and changed to active voice. Range of Conditions removed with relevant information moved to Assessment Requirements. Assessment Requirements changed to include volume and frequency of evidence and remove duplication with Performance Criteria. Supersedes and is not equivalent to MSFDN4001 Produce drawings from design concepts.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- interpret specifications and measurements in two and three-dimensional (2D and 3D) form, and:
  - produce three drawings from design concepts, including:
    - one manual drawing
    - one computer-aided 2D drawing
    - one computer-aided 3D drawing
  - select appropriate equipment and software to achieve the drawing requirements
  - utilise the features and functions of equipment and software in a best-practice manner.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- manual and computer-aided drawing:
  - processes
  - techniques
  - expected features
  - presentation protocols
- principles for design and manufacture, especially relating to furniture and furnishings
- current industry-standard softwares used for CAD, including their features and functions:
  - drawing tools
  - view displays
  - edit functions
  - working with layers
  - plotting
  - printing


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- regulatory requirements, recognised standards and codes, and industry practices for drawing.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - design concepts
  - specifications
  - drawing equipment and current industry-standard software

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM4015 Produce patterns and templates

## Modification History

Release 1. Unit code and Application changed. Performance Criteria simplified and changed to active voice. Range of Conditions removed with relevant information moved to assessment requirements. Assessment Requirements changed to remove duplication with Performance Criteria. Supersedes and is equivalent to MSFDN4003 Produce patterns and templates.

## Application

This unit describes the skills and knowledge required to plan process and plot dimensions to develop patterns and/or templates for production processes using both hand tools and computer-assisted production.

This unit applies to individuals working in design and manufacturing roles who produce patterns and templates, either alone or as part of an internal or external team.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Design documentation and machine interface

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for and dimension the task | 1.1 Identify and follow work health and safety requirements<br>1.2 Correctly interpret customer orders to establish required sizes of finished products<br>1.3 Check size requirements in relation to production process and finishing capacity of workplace |
| 2. Plan process | 2.1 Identify material for pattern or template for approximate size and characteristics<br>2.2 Identify, locate and assemble required instruments and equipment<br>2.3 Correctly interpret drawings and related specifications<br>2.4 Check procedures for using pattern development instruments and tools and prepare equipment for use |


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| Elements | Performance Criteria |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 3. Plot dimensions | 3.1 Use equipment and tools in accordance with procedures<br>3.2 Measure, explode and plot each dimension maintaining appropriate angles, arcs and curves<br>3.3 Use visual inspection and measurements to compare pattern dimensions and shapes with drawings and specifications |
| 4. Complete pattern or template | 4.1 Complete pattern or template ensuring that pattern indicates completion date and original drawing details<br>4.2 Obtain required approvals of pattern or template<br>4.3 Mark plans with notations for workplace requirements, including authorship, process or customer requirements, authorisation and any review dates<br>4.4 Copy and file plans in accordance with workplace policies and procedures |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

- Numeracy skills to interpret technical information and perform calculations including measurements.
- Reading skills to interpret job requirements.
- Writing skills to document requirements.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSFDN4003 Produce patterns and templates.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM4015 Produce patterns and templates

## Modification History

Release 1. Unit code and Application changed. Performance Criteria simplified and changed to active voice. Range of Conditions removed with relevant information moved to assessment requirements. Assessment Requirements changed to remove duplication with Performance Criteria. Supersedes and is equivalent to MSFDN4003 Produce patterns and templates.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- interpret drawings and select appropriate mediums and materials to produce a minimum of three patterns or templates which individually or cumulatively make use of three different types of materials, and
  - produce patterns and templates by hand and by computer.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- types, characteristics, uses and limitations of pattern and template materials
- pattern and template production:
  - procedures and processes
  - techniques
- softwares suitable for production of patterns and templates, and their applications
- operating requirements of equipment and work systems in own work area
- regulatory requirements, recognised standards and codes, and industry practices.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - drawings
  - specifications
  - information on production/fabrication process
  - computer equipment and software.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.


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# Links

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# MSFFDM4016 Produce timber veneered components for custom furniture

## Modification History

Release 1. Unit code and Application changed. Elements and Performance Criteria changed to active voice. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria. Supersedes and is equivalent to MSFFM4004 Produce timber veneered components for custom furniture.

## Application

This unit describes the skills and knowledge required to produce timber veneered components including laminates (two or more layers of veneer adhered to each other) for custom-made furniture and similar products in a wide variety of operations.

This unit applies to individuals working in a manufacturing or design studio environment who produce custom curved or shaped components, either alone or as part of an internal or external team.

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

## Competency Field

Workshop practice

## Elements and Performance Criteria

| **Elements** | **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 Verify and comply with relevant legislative, work health and safety and workplace requirements relating to producing timber veneered components<br>1.2 Read and interpret job specifications to identify processes and materials<br>1.3 Identify, evaluate and select suitable timber or timber veneer material, evaluated and selected<br>1.4 Check tools, equipment and materials in accordance with workplace procedures |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.5 Plan and document sequence of work, including starting point, to ensure efficiency and quality of finish<br>1.6 Develop and document quality-checking procedures for each step in veneering process |
| 2. Prepare timber veneer | 2.1 Select timber and prepare the cutting face in accordance with procedures<br>2.2 Cut timber veneer along grain at specified thickness<br>2.3 Monitor veneer thickness and consistency in context of size and tolerances<br>2.4 Dress veneer to the required tolerances for further use |
| 3. Lay out and prepare materials | 3.1 Lay out veneer design from job specifications<br>3.2 Select veneers and check for flaws<br>3.3 Match veneers and select and prepare for method of joining to adjacent veneers<br>3.4 Prepare for application and lay out veneers<br>3.5 Select and prepare suitable processes for joining to backing and adjacent veneers<br>3.6 Select and prepare for style of edge finish |
| 4. Apply or fit and finish | 4.1 Measure, mark and cut veneers to size, and apply to base material<br>4.2 Apply adhesives in accordance with workplace procedures and manufacturer instructions<br>4.3 Apply selected joining process in accordance with workplace procedures, including use of protective equipment<br>4.4 Complete final trim and finishing to job specifications<br>4.5 Check work against required quality standards, and rectify any non-conformities |
| 5. Finalise the work sequence | 5.1 Prepare product for finishing in accordance with design specification<br>5.2 Clean, maintain and store carving tools in accordance with manufacturer specification<br>5.3 Clean and clear work area in accordance with workplace procedures<br>5.4 Complete workplace documentation |


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# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

- Numeracy skills to interpret technical information and perform calculations including measurements.
- Reading skills to interpret job requirements.
- Writing skills to complete workplace documentation.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSFFM4004 Produce timber veneered components for custom furniture.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM4016 Produce timber veneered components for custom furniture

## Modification History

Release 1. Unit code and Application changed. Elements and Performance Criteria changed to active voice. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria. Supersedes and is equivalent to MSFFM4004 Produce timber veneered components for custom furniture.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- prepare a minimum of one significant veneer, including:
  - the selection of materials
  - the preparation of the cutting face
  - the cutting and dressing of the veneer
- apply and finish veneers to at least three different surfaces, including:
  - one flat
  - one curved
  - one laminate
  - at least two requiring veneer edging
- perform checks on tools and equipment used in the above production items, relating to appropriateness for use, service standards and safety.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- types, characteristics, uses and limitations of veneers including laminates
- techniques for the manufacture and application of veneers, including:
  - mechanical press
  - vacuum technique
  - hot glue hammering
  - butting two right angle edges together then ‘stitching’ the veneer using a hot melt glue or tape
  - using a scarf joint then gluing the surfaces together
- types, characteristics, uses and limitations of different veneering timbers:
  - wood
  - particleboard


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    - medium density fibreboard (MDF)
- techniques for style and edge finishes, both solid timber and veneer edging to cover exposed edges
- techniques for briefing and plan representations of furniture design
- the preparation of drawings or set-outs
- types, characteristics, uses and limitations of tools and equipment and procedures for their safe use, operation and maintenance, including:
    - knives
    - chisels
    - measuring tapes or rules
    - mallets
    - squares
    - levels
    - planes
    - band saws
    - rotary lathe
    - slicing machine
    - half round lathe
    - power saws
    - power drills/screwdrivers
    - hand drills
    - pneumatic tools, compressor and spray equipment
    - clamps
    - screwdrivers
    - rollers
    - laminate trimmers
    - cutters and hand routers
    - sandpaper
    - wire wool
    - sanding block
- materials used in the veneer manufacturing and application process, including:
    - timber
    - manufactured board
    - laminates
    - timber strips
    - adhesives
    - cleaning materials
    - tapes
- workflow in relation to furniture production and application of timber veneer


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- applicable work health and safety, legislative and workplace requirements relevant to producing timber veneered components for custom-made products
- workplace and site standards, requirements, policies and procedures for the production of timber veneer components.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - veneer manufacturing and application equipment and materials.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM4017 Purchase materials and consumables

## Modification History

Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria changed. Range of Conditions removed and relevant information moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria. Supersedes and is equivalent to MSFFT4011 Purchase materials and consumables.

## Application

This unit describes the skills and knowledge required to purchase materials and consumables for production within a furnishing or similar enterprise, through existing contracts and other formal purchasing arrangements or through local purchase delegation.

This unit applies to individuals working in a manufacturing or design studio environment who are involved with production preparation, stock management and estimations, either working alone or as part of an internal or external team.

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

## Competency Field

Project management and professional development

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify purchasing requirements | 1.1 Identify purchasing requirements from material specifications, orders and instructions, and in accordance with workplace procedures<br>1.2 Prioritise purchasing requirements in consultation with others in accordance with workplace procedures<br>1.3 Determine and confirm quantities, quality of goods, price limitations and delivery requirements in consultation with appropriate personnel and in accordance with workplace procedures |
| 2. Source materials and consumables | 2.1 Identify sources of materials and/or consumables from workplace preferred supplier lists or through networks and knowledge of local and/or overseas suppliers |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 2.2 Report difficulties in supply in accordance with workplace procedures<br>2.3 Confirm availability of supply |
| 3. Compare costs | 3.1 Contact alternative suppliers to check costing<br>3.2 Compare actual costs with predicted costs<br>3.3 Recommend alternative suppliers as relevant to appropriate personnel in accordance with workplace procedures<br>3.4 Delegate ordering of goods/materials/equipment in accordance with workplace procedures |
| 4. Purchase materials and consumables | 4.1 Ensure supplier has capacity to meet price, quality and delivery expectations<br>4.2 Develop purchase order or list in accordance with workplace procedures<br>4.3 Place order with supplier and confirm delivery schedules<br>4.4 Issue and respond to orders and invoices in accordance with workplace procedures |
| 5. Maintain and monitor material and consumable supplies | 5.1 Monitor stock regularly using inventory records and physical checks, where applicable, to ensure maintenance of supply<br>5.2 Maintain up-to-date records of materials and consumables<br>5.3 Document acquisition requirements in accordance with workplace procedures<br>5.4 Suggest improvements to purchasing operations and, where authorised, negotiate changes |
| 6. Liaise with other departments | 6.1 Establish communication channels with other departments in accordance with workplace procedures<br>6.2 Liaise with other departments to ensure customer requirements are achieved |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.


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- Numeracy skills to interpret technical information and perform calculations.
- Writing skills to complete ordering-relating documentation.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSFFT4011 Purchase materials and consumables.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM4017 Purchase materials and consumables

## Modification History

Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria changed. Range of Conditions removed and relevant information moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria. Supersedes and is equivalent to MSFFT4011 Purchase materials and consumables.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- purchase materials on a minimum of four occasions, including two different materials and at least one perishable consumable purchase, in accordance with workplace procedures.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- contemporary supply or purchasing systems theory
- inventory systems management
- production planning processes and theories
- company operating procedures, including procedures for purchasing materials and consumables
- material and consumable usage rates
- operation requirements of equipment and work systems in own work area
- work health and safety requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- access to workplace policies, procedures and stock documentation

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.



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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM4018 Research and organise product inspection and testing

## Modification History

Release 1. Unit code and title changed. Application changed. Substantial changes to Elements and Performance Criteria. Range of Conditions removed and relevant information moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria and include volume/frequency of evidence. Supersedes and is not equivalent to MSFFT4007 Sample, inspect and text products to specifications.

## Application

This unit describes the skills and knowledge required to identify specifications and test procedures for products, identify and organise the application of authorised testing procedures, interpret test results and report findings within a furnishing or similar workplace.

This unit applies to individuals working in a manufacturing or design studio environment who engage with quality and other control measures relating to products, either alone or as part of an internal or external team.

No licensing or certification requirements apply to this unit at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Project management and professional development

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify product specifications and test and inspection requirements | 1.1 Read and interpret product quality specifications and drawings to inform test requirements<br>1.2 Identify test parameters from product quality specifications and drawings<br>1.3 Identify test methods for each required test parameter and select most effective and efficient method according to workplace procedures<br>1.4 Identify design features that may impact testing methods, results and inspection procedures |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Develop inspection and testing procedures | 2.1 Identify appropriate standards, reference materials, test methods or procedures that may be applicable<br>2.2 Assess suitability of available standards, reference materials, test methods and/or procedures against testing requirements<br>2.3 Identify workplace hazards associated with inspection and testing of product for inclusion in procedures<br>2.4 Identify the need for specific equipment, specialised facilities, expert personnel or training needs<br>2.5 Select appropriate test methodology consistent with testing requirements and resource availability<br>2.6 Identify any changes required to workplace procedures to implement testing or inspection procedures<br>2.7 Identify an appropriate sample size of conforming and potentially nonconforming products, materials for testing according to workplace requirements |
| 3. Document procedures | 3.1 Write procedures based on identified requirements for specific product and in accordance with workplace documentation standards<br>3.2 Perform test of procedures to ensure suitability of method and accuracy of test procedures<br>3.3 Ensure safety, sample preparation, testing, data handling or evidence gathering and reporting procedures are in place |
| 4. Organise testing or inspection of product | 4.1 Ensure all required personnel are available and approved for participation in work area in accordance with workplace procedures<br>4.2 Ensure tests are conducted in accordance with documentation and workplace procedures<br>4.3 Analyse results of testing to ensure validity of procedures<br>4.4 Modify test or inspection procedures as required to ensure quality of results |
| 5. Report findings | 5.1 Document findings of tests in accordance with procedures<br>5.2 Recommend resolutions for identified potential or existing problems with tested product in accordance with workplace procedures |


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# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

- Numeracy skills to interpret technical information.
- Reading skills to interpret product specifications and drawings.
- Writing skills to record and report on product inspection and testing results.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

# Unit Mapping Information

Release 1. Supersedes and is not equivalent to MSFFT4007 Sample, inspect and test products to specifications.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM4018 Research and organise product inspection and testing

## Modification History

Release 1. Unit code and title changed. Application changed. Substantial changes to Elements and Performance Criteria. Range of Conditions removed and relevant information moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria and include volume/frequency of evidence. Supersedes and is not equivalent to MSFFT4007 Sample, inspect and text products to specifications.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- read and interpret job specifications, drawings, test/inspection and workplace procedures to develop and implement test/inspection procedures for a minimum of four different products or procedures.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- general quality systems theory
- sampling techniques for commonly encountered materials including:
  - timber
  - metal alloys
  - glass
  - fabrics and textiles
  - plastics
  - leather
  - adhesives
  - fillers; and
  - finishes
- inspection techniques and faults common within the sector products
- testing techniques (destructive and nondestructive) relevant to the sector and related equipment/aids
- requirements and processes of specialised inspection and test personnel
- testing requirements at all stages of product development and production, including of samples of raw materials, components, assemblies and end products
- workflow in relation to required times and stages where quality checking is required


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- work health and safety requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- types of designer or drawer specifications and instructions, including the softwares through which these might be developed and communicated
- quality systems documentation or equivalent containing sampling, inspecting and testing frequency and criteria
- workplace specifications and requirements.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - product specifications and drawings
  - access to specialised facilities and personnel as required.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM4019 Research and select manufacturing technologies

## Modification History

Release 1. Supersedes and is not equivalent to MSFFDT5008 Research and recommend alternative manufacturing processes and MSFFDT5009 Research and recommend machine technology.

## Application

This unit describes the skills and knowledge required to determine production considerations and then to investigate and select a manufacturing technology that is suitable for the design concept.

This unit applies to individuals working in a manufacturing or design studio environment. They analyse and compare technical information from a wide range of sources to develop a design solution.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Furniture design and manufacturing – general

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Determine production considerations | 1.1 Identify and collate information about project brief and initial design concepts<br>1.2 Review information and establish production parameters and constraints<br>1.3 Identify all those involved in the production process and seek input on key considerations for selecting manufacturing technology<br>1.4 Establish key technical parameters for selection of manufacturing technology |
| 2. Investigate potential manufacturing technologies | 2.1 Identify and assess information sources on potential technologies<br>2.2 Assess feasibility of technologies in context of design concept and overall design brief |


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| Elements | Performance Criteria |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 2.3 Identify and interrogate how manufacturing process and its technical application may impact eventual outcome<br>2.4 Identify sustainability and safety aspects of technologies and assess implications for use<br>2.5 Source and compare information about costs and technology access against project brief |
| 3. Refine ideas and select solution | 3.1 Explore and refine ideas about technologies through process of reflection and testing<br>3.2 Test compatibility of manufacturing technologies with design concept and adapt approaches<br>3.3 Choose manufacturing technology solution that works with proposed design solution and make it integral to ongoing design process<br>3.4 Provide clear and relevant rationale for technology chosen |

## Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in performance criteria.

- Numeracy skills to interpret technical information.
- Reading skills to interpret research information and design briefs.
- Writing skills to record and repot on manufacturing technologies research and document solutions.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

## Unit Mapping Information

Release 1. Supersedes and is not equivalent to MSFFDT5008 Research and recommend alternative manufacturing processes and MSFFDT5009 Research and recommend machine technology.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM4019 Research and select manufacturing technologies

## Modification History

Release 1. Supersedes and is not equivalent to MSFFDT5008 Research and recommend alternative manufacturing processes and MSFFDT5009 Research and recommend machine technology.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- research and select manufacturing technologies and their application to three different design briefs, which individually or cumulatively involve at least two types of manufacturing technologies.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- how the selection of the manufacturing technology sits within the overall design and production process
- information needed to inform technology selection
- roles and responsibilities of those involved in decisions about selection of manufacturing technologies
- types of technical parameters that need to be considered and the nature of the relationship between the design concept and manufacturing technologies
- sources of information on manufacturing technologies
- key features, costs, efficiencies and technical application of current and emerging technologies, including:
  - CNC operations
  - 3D printing
  - foundries and casting
  - robotics
  - laser cutting
  - water-jet cutting
- how to structure and present information and recommendations.


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# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - design briefs and associated concepts
  - information technology for research and presentation.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM4020 Research and select product finishes

## Modification History

Release 1. Unit Code and title changed. Application changed. Elements and Performance Criteria changed. Range of Conditions removed and relevant items moved to Assessment Requirements. Assessment Requirements changed to include volume/frequency of evidence and remove duplication with Performance Criteria. Supersedes and is not equivalent to MSFFDT4010 Research and select furniture product finishes.

## Application

This unit describes the skills and knowledge required to determine project requirements, and then to research and select finishes that meet the requirements of the brief.

This unit applies to individuals working in a manufacturing or design studio environment who analyse and compare product information from a wide range of sources to develop a design solution, either alone or as part of an internal or external team.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Design practice

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Determine project requirements | 1.1 Review and clarify project brief with client<br>1.2 Confirm and evaluate parameters and constraints of project from specifications<br>1.3 Select work resources based on the needs of project<br>1.4 Identify and assess aspects of brief that inform finish selection<br>1.5 Identify key project stakeholders and establish required communication protocols |
| 2. Research finish options | 2.1 Assess aesthetic requirements of finish and identify potential options<br>2.2 Evaluate intended use against functional features of different products<br>2.3 Identify and consider new and emerging finish technologies for their |


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| Elements | Performance Criteria |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| | application to the brief<br>2.4 Identify application requirements in terms of available expertise<br>2.5 Evaluate finish properties for their safety and sustainability<br>2.6 Source and compare information about costs and availability against project brief |
| 3. Refine ideas and select finishes | 3.1 Explore and refine ideas about finishing options through a process of reflection and testing<br>3.2 Choose a preferred solution based on research findings that satisfies elements and principles of design and key objectives of project brief<br>3.3 Provide clear and relevant research information highlighting findings and rationale for finishes chosen |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

- Numeracy skills to interpret technical information.
- Reading skills to interpret design briefs and research information.
- Writing skills to document research findings and solutions.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

# Unit Mapping Information

Release 1. Supersedes and not equivalent to MSFFDT4010 Research and select furniture finishes.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM4020 Research and select product finishes

## Modification History

Release 1. Unit Code and title changed. Application changed. Elements and Performance Criteria changed. Range of Conditions removed and relevant items moved to Assessment Requirements. Assessment Requirements changed to include volume/frequency of evidence and remove duplication with Performance Criteria. Supersedes and is not equivalent to MSFFDT4010 Research and select furniture product finishes.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- research and select finishes that respond to three different design briefs and that individually or cumulatively involve at least:
  - two types of base material onto which the finish is applied
  - two types of finishing materials
  - two different application methods.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- elements and principles of design, their interrelationships, and how they are used in relation to finishes
- characteristics, properties and selection criteria for different finishing or coating materials, both aesthetic and functional, including:
  - lacquers
  - laminates
  - metal
  - oils
  - paints
  - paper
  - pigments
  - plastics
  - stainless steel
  - stains
  - synthetics
  - textiles
  - veneers


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  - vinyls
  - waxes
- the interactions of different finishing materials with different base materials
- properties of finishes and how these inform recommendations:
  - aesthetics
  - application methods and technologies
  - construction, composition and materials, including tactile nature of finishes
  - maintenance requirements
  - quality
  - safety application, flammability, fixing requirements
  - sustainability sourcing, production, longevity, recycling or end of life disposal
- current and emerging finishing technologies
- how to structure and present research information and recommendations.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - product design briefs
  - information technology for research and design presentation.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM4021 Research furniture styles and movements

## Modification History

Release 1. Unit Code and Application changed. Elements and Performance Criteria changed. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria and include volume/frequency of evidence. Supersedes and is not equivalent to MSFFDT4012 Research furniture styles and movements.

## Application

This unit describes the skills and knowledge required to research furniture styles and movements and analyse how they influence design by accessing a range of information sources. It also covers identifying influences on the design of furniture and documenting information for use in future design projects.

This unit applies to individuals working in a manufacturing or design studio environment who analyse and compare product information from a wide range of sources to develop a design solution, either alone or as part of an internal or external team.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

History of design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Plan research | 1.1 Verify and ensure compliance with relevant legislative, work health and safety and workplace requirements related to researching furniture styles and movement<br>1.2 Clearly define research objectives and scope based on work needs from design brief<br>1.3 Evaluate and select formal and informal research methods based on their potential to meet research objective<br>1.4 Identify and locate relevant and credible sources of information on furniture styles and movements |


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| Elements | Performance Criteria |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 2. Gather and analyse information on furniture styles and movements | 2.1 Gather information using a systematic approach<br>2.2 Establish relevance of information against research objectives<br>2.3 Compare and contrast different information sources and extract key information<br>2.4 Identify different influences on furniture styles, movements and features<br>2.5 Identify significant trends, designers and techniques and their influences on styles and movements<br>2.6 Apply research information to current furniture design trends, philosophy and surrounding buildings<br>2.7 Organise and compile research materials and results of research in a manner that facilitates future use and reference |
| 3. Maintain currency with furniture styles and movements | 3.1 Regularly check research sources and compiled information for usefulness in informing design projects<br>3.2 Analyse current and emerging cultural, economic and environmental influences on furniture styles and movements for impact and usefulness in future projects<br>3.3 Identify and pursue opportunities to update and expand knowledge of styles and movements<br>3.4 Incorporate findings from research into design outcomes based on project needs |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

- Reading skills to interpret research information.
- Writing skills to communicate research outcomes.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*


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# Unit Mapping Information

Release 1. Supersedes and not equivalent to MSFFDT4012 Research furniture styles and movements.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM4021 Research furniture styles and movements

## Modification History

Release 1. Unit Code and Application changed. Elements and Performance Criteria changed. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria and include volume/frequency of evidence. Supersedes and is not equivalent to MSFFDT4012 Research furniture styles and movements.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- research and collate or document key aspects of information on all of the following to inform one significant project:
  - significant influences on furniture styles
  - individual designers of note
  - changes in furniture styles, movements and philosophy over time
  - current and emerging furniture trends that impact design practice.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- credible sources of information on furniture styles and movements, and the type of information they can provide
- importance of accurate referencing of information sources
- types of research techniques, both formal and informal
- significant influences on furniture styles and movements, including:
  - cultural and social
  - economic
  - environmental
  - geographical
  - individual designers
- ways to collate and/or document research information to facilitate future use.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:


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- use of suitable facilities, equipment and resources, including:
  - information technology for research.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM4022 Select, use and maintain hand tools for the creation of custom products

## Modification History

Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria changed to active voice. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to clarify volume and frequency of evidence and remove duplication with Performance Criteria. Supersedes and is equivalent to MSFFDT4013 Select use and maintain hand tools for the creation of custom furniture.

## Application

This unit describes the skills and knowledge required to select and use hand tools in applications relating to custom furniture making. It includes manufacturing specialist hand tools that support unique functions.

This unit applies to individuals working in a manufacturing or design studio environment use hand tools in the creation of products, either alone or as part of an internal or external team.

No licensing or certification requirements apply to this unit at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Workshop practice

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for hand-tools work | 1.1 Verify and ensure compliance with work health and safety (WHS), legislative and workplace requirements relevant to selection and applicable to use of hand tools<br>1.2 Research and identify suitable type and range of hand tools based on their functions, manufacturing specifications and quality reputations<br>1.3 Select hand tools based on job requirements<br>1.4 Check hand tools for serviceability, precision settings, maintenance compliance and safety |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.5 Ensure equipment for holding or supporting materials while using hand tools is available |
| 2. Identify and manufacture specialist hand tools | 2.1 Identify need for manufacture of specialist hand tools from research undertaken of existing hand tool capabilities<br>2.2 Complete and verify design of specialist tool based on tool requirements<br>2.3 Select materials for the specialist tool from required functions and available materials options<br>2.4 Manufacture specialist tool to specifications<br>2.5 Test and modify specialist tool as required to satisfy specified function<br>2.6 Document design specifications in accordance with workplace procedures |
| 3. Use hand tools | 3.1 Locate and hold materials in place for hand tool application<br>3.2 Ensure hand tool safety requirements are complied with throughout operation<br>3.3 Apply and adjust hand tools as required to achieve required specificity of outcome<br>3.4 Maintain hand tools as needed during operation to ensure continuing achievement of specified outcomes<br>3.5 Safely store hand tools during operation when not in immediate use in accordance with manufacturer specifications and workplace procedures |
| 4. Finalise operation and maintain tools | 4.1 Clean, maintain and store all tools and equipment in accordance with manufacturer specifications<br>4.2 Clean and clear work area in accordance with workplace procedures<br>4.3 Complete required workplace documentation |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

- Numeracy skills to interpret technical information.


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- Writing skills to complete workplace documentation.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

# Unit Mapping Information

Release 1. Supersedes and equivalent to MSFFDT4013 Select, use and maintain hand tools for the creation of custom furniture.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM4022 Select, use and maintain hand tools for the creation of custom products

## Modification History

Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria changed to active voice. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to clarify volume and frequency of evidence and remove duplication with Performance Criteria. Supersedes and is equivalent to MSFFDT4013 Select use and maintain hand tools for the creation of custom furniture.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- select, use and maintain six different hand tools for different specified production functions across three different products, utilising the full capabilities of the hand tools to achieve outcomes
- design and manufacture one specialist hand tool for a specified production function
- tune and sharpen two of the following:
  - chisels
  - hand planes
  - spokeshave.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- types, characteristics, uses, limitations and maintenance requirements of the range of hand tools used in furniture production, including:
  - hand planes
  - chisels
  - hand saws
  - spokeshave
  - hammer
  - mallet
  - marking-out tools
  - files
  - rasps
  - scraper
  - screwdrivers


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    - hand drill
    - straight edges
    - knives
    - clamps
    - steel/bronze wool
    - sandpaper
    - brushes
    - stones and whetstones
    - grinder
- manufacturing specifications for hand tools
- processes for evaluating the quality of hand tools in terms of specifications, safety, maintainability and commercial reputation
- techniques for the design of specialised hand tools and the manufacturer of one-off tools
- workflow within the workplace
- relevant work health and safety regulations, legislation, regulations, standards and codes of practice relevant to use of hand tools
- workplace and site standards, requirements, policies and procedures for use of hand tools.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - a wide range of industry-standard hand tools.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM4023 Set up, operate and maintain basic static woodworking machines for furniture designs

## Modification History

Release 1. Unit code, title and Application changed. Elements and Performance Criteria changed to active voice. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to include volume and frequency of evidence and remove duplication with Performance Criteria. Supersedes and is equivalent to MSFFDT4009 Set up, operate and maintain basic static woodworking machines for furniture designs.

## Application

This unit describes the skills and knowledge to set up, operate and maintain basic static woodworking machines to achieve design requirements for furniture or similar products. It includes tuning and general problem-solving.

This unit applies to individuals working in a manufacturing or workshop environment who set up, operate and maintain basic static woodworking machines, either alone or as part of an internal or external team.

No licensing or certification requirements apply to this unit at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Workshop practice

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Determine set-up and operating requirements of woodworking machines | 1.1 Verify and ensure compliance with relevant legislative, work health and safety and workplace requirements related to selection and use of static woodworking machines<br>1.2 Identify set-up requirements for static woodworking machines in accordance with furniture design and safety requirements<br>1.3 Identify operating requirements to achieve design outcomes and determine safety requirements |


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| Elements | Performance Criteria |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Set up and operate static woodworking machines | 2.1 Check selected machines for serviceability, precision settings, maintenance compliance and safety in accordance with workplace procedures<br>2.2 Interpret work specifications and instructions and set up machines to perform operations<br>2.3 Operate machines in accordance with manufacturer operating procedures to achieve required work outcome<br>2.4 Monitor work to ensure quality standards are met<br>2.5 Follow safety procedures |
| 3. Maintain static woodworking machines | 3.1 Assess machines for performance compliance<br>3.2 Identify, rectify and report on faults or non-compliance issues, or replace as needed in accordance with workplace procedures<br>3.3 Apply problem-solving techniques to identify and address operational problems<br>3.4 Conduct routine maintenance to ensure optimal performance of machines<br>3.5 Clean and clear work area in accordance with workplace procedures<br>3.6 Clean, maintain and store all machines in accordance with manufacturer specifications |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit to the performance criteria.

- Numeracy skills to interpret technical information.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

# Unit Mapping Information

Release 1. Supersedes and equivalent to MSFFDT4009 Set up, operate and maintain basic static woodworking machines for furniture designs.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM4023 Set up, operate and maintain basic static woodworking machines for furniture designs

## Modification History

Release 1. Unit code, title and Application changed. Elements and Performance Criteria changed to active voice. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to include volume and frequency of evidence and remove duplication with Performance Criteria. Supersedes and is equivalent to MSFFDT4009 Set up, operate and maintain basic static woodworking machines for furniture designs.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- set up, operate and maintain four different basic static woodworking machines for use on two different projects.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- types, characteristics, uses, limitations and maintenance requirements of the range of static woodworking machines used in furniture production, including:
  - table saw
  - thicknesser
  - jointer
  - band saw
- interrelationship between basic static woodworking machines and design outcomes
- manufacturing specifications for static woodworking machines
- processes for evaluating the quality of static woodworking machines in terms of specifications, safety, maintainability and commercial reputation
- workflow within the furnishing workplace
- applicable work health and safety, legislative and workplace requirements relevant to the selection and use of static woodworking machines.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:


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- required range of basic static woodworking machines.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM5001 Construct custom furniture using advanced techniques

## Modification History

Release 1. Unit code and Application changed. Elements and Performance Criteria changed to active voice and reviewed. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria. Supersedes and is equivalent to MSFFDT5004 Construct custom furniture using advanced techniques.

## Application

This unit describes the skills and knowledge required to construct original and unique custom furniture using or adapting traditional and innovative construction techniques. It includes interpreting and adapting design specifications that are compatible with the product material, purpose and style of the furniture.

This unit applies to individuals working in a manufacturing or design studio environment who construct custom furniture, either alone or as part of an internal or external team.

No licensing or legislative or certification requirements apply to this unit at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Workshop practice

## Elements and Performance Criteria

| **Elements** | **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 Verify and ensure compliance with relevant legislative, work health and safety and workplace requirements related to constructing custom furniture<br>1.2 Read and interpret job specifications and other relevant documentation to identify furniture construction and finishing requirements<br>1.3 Select and check tools, equipment and materials prior to use to ensure that they are appropriate for work, serviceable and in safe condition |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.4 Identify product purpose, context, furniture style and construction materials<br>1.5 Plan and document work sequence covering each step in construction process, including sub-assemblies, in accordance with workplace requirements<br>1.6 Develop and document quality-checking procedures for each step in construction process |
| 2. Curve and shape components | 2.1 Identify, evaluate and confirm techniques for bending, forming and shaping components as being appropriate for construction requirement<br>2.2 Set out component specifications in accordance with work instructions and mark materials in accordance with industry practices<br>2.3 Use tools, machines and equipment in accordance with safety requirements and manufacturer specifications<br>2.4 Bend, form and shape materials in accordance with production plan and workplace procedures<br>2.5 Check components against specified tolerances, fit and accuracy |
| 3. Veneer components | 3.1 Identify, evaluate and select suitable veneer material from design specifications<br>3.2 Use tools, machines and equipment in accordance with safety requirements and manufacturer specifications<br>3.3 Measure, mark and cut veneer components to size based on job specifications<br>3.4 Prepare and lay out veneers for application<br>3.5 Select and prepare suitable joining processes for backing and adjacent veneers<br>3.6 Apply adhesives in accordance with workplace procedures or manufacturer instructions<br>3.7 Produce rough veneering components in accordance with production plan and workplace procedures<br>3.8 Complete final trim and finishing to specifications<br>3.9 Check work against required quality standards, and rectify any non-conformance |
| 4. Make joints | 4.1 Identify joints requirements and select type of joint to be used and adapt/design as necessary |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 4.2 Select tools, adhesives and fasteners to match joint type<br>4.3 Mark out cutting and joining lines to suit joint type<br>4.4 Check measurements and calculations for accuracy to ensure quality outcomes<br>4.5 Identify material features and observe optimal usage criteria<br>4.6 Cut material to specification, and inspect and prepare for joining<br>4.7 Join material in accordance with job specifications<br>4.8 Use fasteners and adhesives to make joints firm where required and in accordance with workplace procedures<br>4.9 Check finished joint against quality requirements |
| 5 Construct sub-assemblies | 5.1 Lay out components and materials, including adhesives, trims and accessories, and tools, in accordance with assembly plan<br>5.2 Check components against specification prior to assembly and reject items out of specification<br>5.3 Assemble sub-assemblies using appropriate tools, jigs and fixtures and check against specification for accuracy, fit, twist and distortion<br>5.4 Check sub-assembly quality against plans at identified checkpoints |
| 6. Assemble custom furniture | 6.1 Lay out components, sub-assemblies and materials, including adhesives, trims and accessories, and tools, in accordance with assembly plan<br>6.2 Check components and sub-assemblies against specification prior to assembly and reject items out of specification<br>6.3 Assemble components, fit using appropriate tools, jigs and fixtures, and check against specification for accuracy, fit, twist and distortion<br>6.4 Apply hardware and decorative accessories to specification<br>6.5 Prepare product for final finish, including the removal of bruises, scratches, dents and marks<br>6.6 Check product quality against plans at identified checkpoints |
| 7. Finish furniture surface | 7.1 Using samples of the type of material surface and specified finish, evaluate various finishing options and select the preferred option<br>7.2 Test sample of material with selected finishing technique to ensure appropriateness<br>7.3 Prepare furniture surface in accordance with finishing specification |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 7.4 Rectify imperfections, pores or nail or screw holes on surface<br>7.5 Apply finishing processes and materials in accordance with agreed specifications<br>7.6 Polish or buff surface depending on shine required from specification<br>7.7 Check work against required quality standards<br>7.8 Rectify any non-conformity with required quality standards |
| 8. Complete housekeeping | 8.1 Store or recycle unused materials as required<br>8.2 Clean and store tools and equipment in accordance with procedures<br>8.3 Tag and report faulty or defective equipment in accordance with workplace practices<br>8.4 Clean and clear work area in accordance with workplace procedures<br>8.5 Complete workplace documentation, including time log for operations for costing and business improvement activities. |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in performance criteria.

- Numeracy skills to interpret technical information and perform calculations including measurements
- Reading skills to interpret job specifications
- Writing skills to complete workplace documentation.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

# Unit Mapping Information

Release 1. Supersedes and equivalent MSFFDT5004 Construct custom furniture using advance techniques.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM5001 Construct custom furniture using advanced techniques

## Modification History

Release 1. Unit code and Application changed. Elements and Performance Criteria changed to active voice and reviewed. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria. Supersedes and is equivalent to MSFFDT5004 Construct custom furniture using advanced techniques.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- complete all aspects of the construction and finishing of two furniture items requiring advanced construction techniques and satisfying high-quality custom-made furniture standards and expectations in terms of innovation, complexity, tolerance and fit of components and quality.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- types of tools and equipment used in construction and procedures for their safe use, operation and maintenance
- workflow techniques appropriate for the management of the construction work/project
- presentation and interpretation of plan representation of a furniture design
- techniques for timber bending, forming and shaping including:
  - steam/heat bending
  - curfing
  - pressure bending
  - shaping by hand or static machine
- techniques for the preparation of drawings or set-outs or rods and geometrical concepts
- types, characteristics, uses and limitations of materials
- techniques for the manufacture and application of veneers
- techniques for assembly, fixing and finishing of custom furniture components
- types, characteristics, uses, limitations and safety requirements of adhesives, fasteners and hardware used in custom furniture assembly
- matching requirements of adhesives and fasteners to timbers/materials used
- finishing techniques
- characteristics, properties and selection criteria of finishing materials
- finishing characteristics and properties of timber being used


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- applicable work health and safety, legislative and workplace requirements relevant to constructing custom furniture are verified and complied with.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM5002 Coordinate and optimise workplace maintenance programs

## Modification History

Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria changed. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria. Supersedes and is not equivalent to MSFFT5005 Organise enterprise maintenance programs and MSFFT5007 Optimise computer numerically controlled operations.

## Application

This unit describes the skills and knowledge required to establish, organise and implement both preventative and reactive maintenance programs including software updates, capabilities and manipulations required to optimise operational and production performance. It includes computer numerically controlled (CNC) operations as well as other production and facility equipment involved in the production process.

This unit applies to individuals working in a technology- and maintenance-based role within a manufacturing workplace.

No licensing or certification requirements apply to this unit at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Design documentation and machine interface

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Clarify maintenance requirements | 1.1 Check equipment specifications, service requirements and workplace procedures for recommended maintenance intervals and processes<br>1.2 Separate special requirements for maintenance from normal lubrication, adjustment and maintenance schedules<br>1.3 Compare information with previous experience, future equipment use, production requirements and standard operating procedures<br>1.4 Identify and develop an outline plan for maintenance and a related |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | work schedule that meets workplace needs |
| 2. Establish maintenance systems | 2.1 Identify costing for process based on maintenance requirements<br>2.2 Identify workplace health and safety maintenance system requirements<br>2.3 Document and record required production interruptions, processes and procedures<br>2.4 Identify maintenance providers<br>2.5 Analyse maintenance systems options and recommend process to management<br>2.6 Obtain approvals for the maintenance systems concepts and resources |
| 3. Organise maintenance activities | 3.1 Identify suitable times for maintenance processes and shutdowns as needed from production schedules and staff rosters<br>3.2 Obtain permission from management for timing of maintenance to optimise the maintenance process and production<br>3.3 Develop detailed work plans based on production schedules, covering the availability of expertise and scheduling of resource availability<br>3.4 Identify employees with the required competencies and, where necessary, facilitate appropriate training and assessment<br>3.5 Obtain approvals for production schedule in accordance with organisational requirements<br>3.6 Refine work plan to ensure the maintenance program will maintain workplace outputs in terms of workplace policy |
| 4. Resource maintenance requirements | 4.1 Establish maintenance and reliable supply of required consumables<br>4.2 Confirm availability of externally sourced equipment |
| 5. Complete maintenance procedures | 5.1 Complete maintenance work schedule in accordance with the work plan<br>5.2 Take readings, measurements and recordings and compare with equipment, product and other relevant specifications<br>5.3 Identify areas requiring further testing and recommend appropriate procedures for testing to management<br>5.4 Adjust work schedule plan based on experience and complete |


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| Elements | Performance Criteria |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | documentation<br>5.5 Complete maintenance records and forward to appropriate personnel |
| 6. Optimise operations | 6.1 Note areas where changes to equipment operation or routine maintenance are required to maintain optimum work output and equipment life<br>6.2 Compare production potential of components and equipment with actual outputs using cost–benefit analysis techniques, and analyse reasons for differences<br>6.3 Identify and analyse opportunities for equipment and systems integration to ascertain the optimal integration model<br>6.4 Recommend improvements to maintenance operations to management, based on cost–benefit analysis and integration opportunities |

## Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

- Numeracy skills to interpret technical information.
- Writing skills to record and report on workplace maintenance programs.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

## Unit Mapping Information

Release 1. Supersedes and is not equivalent to MSFFT5005 Organise enterprise maintenance programs and MSFFT5007 Optimise computer numerically controlled operations.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM5002 Coordinate and optimise workplace maintenance programs

## Modification History

Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria changed. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria. Supersedes and is not equivalent to MSFFT5005 Organise enterprise maintenance programs and MSFFT5007 Optimise computer numerically controlled operations.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- establish the maintenance program for one significant production operation that includes:
  - at least one computer numerically controlled operation
  - coordination of maintenance within the context of production schedules
  - identification of resource requirements for maintenance, including skills of employees involved
  - recording and reporting requirements to provide system visibility and accountability potential
  - identification of opportunities for optimisation across the operation, including for automated processes
- complete one cost–benefit analysis of an existing and significant maintenance program and suggest improvements to maintenance operations and, where authorised, negotiate changes.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- contemporary equipment maintenance theories covering benefits and costs
- the effects of production schedules, time and resource requirements when scheduling the maintenance process
- risk analysis processes
- workplace operating procedures, including procedures for maintenance
- operation requirements of equipment and work systems in the work area, including:
  - computer numerically controlled (CNC) operations
  - competency requirements of the maintenance work activities
  - workplace health and safety maintenance system requirements
- work instructions, operating procedures and inspection processes to:
  - minimise the risk of injury to self or others


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- prevent damage to goods, equipment and products
- maintain required production output and product quality.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - production schedules and other relevant workplace information
  - access to CNC equipment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM5003 Design product suitable for batched or limited production

## Modification History

Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria changed and updated to active voice. Range of Conditions removed and relevant content moved to the Assessment Requirements. Assessment Requirements changed. Supersedes and is not equivalent to MSFFDT5005 Design batch or limited production item of furniture.

## Application

This unit describes the skills and knowledge required to design products suitable for batched or limited production (including one-off items) in a furniture-making or similar operation. It includes the considerations required to enable production of further batches, including details and fittings being produced with jigs and fixtures, and assessing the production methods required for particular materials.

This unit applies to individuals working in a manufacturing or design studio environment who design products with production methods as a consideration, working either alone or as part of an internal or external team.

No licensing or certification requirements apply to this unit at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Design practice

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Research product needs | 1.1 Identify parameters affecting the design of product from client or end recipient and other information sources<br>1.2 Identify and record product functional needs from client or end recipient following industry best-practice methods<br>1.3 Investigate similar products in market and design elements from relevant sources<br>1.4 Assess materials for production-method limitations from materials |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | specifications and client requirements<br>1.5 Identify and record visual/aesthetic needs of product from client or end recipient following industry best-practice methods<br>1.6 Identify and record relevant ethical considerations from client or end recipient and other potential collaborators<br>1.7 Identify and record ergonomic and anthropometric needs from client or end recipient and following industry standards<br>1.8 Prioritise product needs following industry best-practice methods<br>1.9 Identify and document relevant batched and limited production-run methods, technologies and equipment that could be applied or used, and work health and safety considerations, based on identified parameters and needs |
| 2. Prepare information for design brief | 2.1 Review and clarify product needs, parameters and other factors with client or end recipient<br>2.2 Report on product needs, including design and production method opportunities, using suitable reporting methods and incorporating client or end recipient feedback<br>2.3 Identify and record needs that cannot be met and negotiate changes with client or end recipient following industry best-practice methods<br>2.4 Clarify and agree on outcomes of design process with client or end recipient following industry best-practice methods<br>2.5 Prepare initial brief following industry best-practice methods |
| 3. Generate ideas in response to design brief | 3.1 Analyse product and client needs and integrate into generation of ideas using suitable ideation methods<br>3.2 Present initial ideas based on design brief and in suitable format<br>3.3 Refine ideas through review and reworking, both individually and collaboratively, using industry best-practice methods<br>3.4 Present final ideas in a manner suitable for audience |
| 4. Evaluate and develop design proposals | 4.1 Evaluate each design idea in context of design brief and suitability for batched or limited production runs, and record results<br>4.2 Select design proposal/s for further development that best meet requirements<br>4.3 Seek feedback on design proposals using suitable methods<br>4.4 Complete design proposals in response to evaluation feedback |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 5. Present product proposals to client or end recipient | 5.1 Prepare product proposals for presentation to client or end recipient in accordance with industry best-practice methods<br>5.2 Ensure presentation arrangements are made, checked and confirmed in accordance with industry best-practice methods<br>5.3 Present design proposals to client or end recipient in accordance with industry best-practice methods<br>5.4 Gather, analyse and confirm client feedback in accordance with industry best-practice methods<br>5.5 Complete design proposals with client feedback and batched or limited production methods and limitations incorporated |
| 6. Produce final product proposal information | 6.1 Finalise and document product details including production methods, in accordance with industry best-practice methods<br>6.2 Document visual aspects of product proposal in accordance with industry best-practice methods<br>6.3 Document parts details relevant to batched or limited production of product and in accordance with industry best-practice methods<br>6.4 Document batched or limited production run manufacturing methods in manner suited to place of manufacture and materials specifications<br>6.5 Ensure all other relevant details are recorded in accordance with industry best-practice methods<br>6.6 Ensure product proposal addresses work health and safety and other related requirements<br>6.7 Review proposal process with team members to improve design quality and outcomes |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

- Numeracy skills to interpret technical and production information.
- Writing and oral communication skills to produce design briefs and document and present manufacturing information.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*


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# Unit Mapping Information

Release 1. Supersedes and is not equivalent to MSFFDT5005 Design batch or limited production item of furniture.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM5003 Design product suitable for batched or limited production

## Modification History

Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria changed and updated to active voice. Range of Conditions removed and relevant content moved to the Assessment Requirements. Assessment Requirements changed. Supersedes and is not equivalent to MSFFDT5005 Design batch or limited production item of furniture.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- successfully design products suitable for batched or limited production runs (including one-off items) for one major and two minor projects, and in doing so:
  - analyse potentially suitable materials to use in the work process and ensure these are acceptable for both client needs and batched or limited production run manufacturing
  - follow industry best-practice in design briefing coverage, including budget, timelines, product measurements and other specifications, production needs and methods and potential external collaborators or partners
  - follow workplace best-practice in communicating with both internal and external clients and collaborators to ensure transparency of process and that clients' needs are met
  - develop and present final product proposals that balance the limitations and opportunities of batched and limited production for products with client functional and aesthetic needs, including cost-effective use of materials and tools or equipment
  - evaluate the variations in costs associated with different production methods and production runs of different sizes
  - lead others and work effectively in a team to improve design quality and outcomes
  - recognise dependencies in the workplace and across the wider production team (which may include external collaborators) and use cooperative approaches to optimise workflow and productivity.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- historical and contemporary art and design styles and movements
- design methodologies
- ergonomic and anthropometric standards
- visual aesthetics of products being designed
- ideas generation and conceptual development techniques, including:


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    - suspending belief
    - looking for gaps of need alternatives
    - daydreaming
    - creative leaping
    - filaments
    - brainstorming
    - six thinking hats
    - asking questions of norms and beliefs
- current market segment products, and suitable online and offline sources of inspiration and possible design elements that will meet client needs
- current ethical issues in society affecting makers and designers
- all aspects of the product design, including:
    - shape and dimension
    - materials
    - colour
    - texture, patterns and relief
    - the site and positioning of the end product
    - ability to produce in batches or limited production runs
    - ability to adapt the design to different production methods or volumes
- production methodologies of furniture (or similar) manufacturers
- production techniques for products based on materials selection
- materials and finishes used to produce products
- costing techniques
- design-based softwares and other tools suitable for presenting design briefs
- established workplace communication channels and protocols including document control methods
- relevant work health and safety legislation, regulations, standards and codes of practice relevant to the design and manufacture of products
- 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.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - design software that reflects current industry standards

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM5004 Design product suitable for high-volume technology services in production

## Modification History

Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria changed and updated to active voice. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed. Supersedes and is not equivalent to MSFFDT5006 Design a furniture using high volume technology services (HVTS) in production.

## Application

This unit describes the skills and knowledge required to design products suitable for, or with components requiring, production using high-volume technology services in a furniture-making or similar operation. It includes the considerations required to enable the application of these services to produce details and components for the design.

This unit applies to individuals working in a manufacturing or design studio environment who design products with production methods as a consideration, working either alone or as part of an internal or external team.

No licensing or certification requirements apply to this unit at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Design practice

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Research product needs | 1.1 Identify parameters affecting design of product from client or end recipient and other information sources<br>1.2 Identify and record product functional needs from client or end recipient following industry best-practice methods<br>1.3 Investigate similar products in market and design elements from relevant sources<br>1.4 Assess materials for suitability or requirement for high-volume technology services from materials specifications and client |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | requirements<br>1.5 Identify and record visual or aesthetic needs of product from client or end recipient following industry best-practice methods<br>1.6 Identify and record ethical considerations from client or end recipient and other potential collaborators<br>1.7 Prioritise product needs following industry best-practice methods<br>1.8 Identify and document relevant high-volume technology services that could be applied or used, based on identified parameters and needs |
| 2. Prepare information for the design brief | 2.1 Review and clarify product needs, parameters and other factors with client or end recipient<br>2.2 Report on product needs, including design and high-volume technology service opportunities, using suitable reporting methods and incorporating client or end recipient feedback<br>2.3 Identify and record needs that cannot be met and negotiate changes with client or end recipient following industry best-practice methods<br>2.4 Clarify and agree on outcomes of design process with client or end recipient following industry best-practice methods<br>2.5 Prepare initial brief following industry best practice methods |
| 3. Generate ideas in response to design brief | 3.1 Analyse product and client needs and integrate into generation of ideas using suitable ideation methods<br>3.2 Visually present initial ideas based on design brief and in suitable format<br>3.3 Refine ideas through review and reworking, both individually and collaboratively, using industry best-practice methods<br>3.4 Visually present final ideas in a manner suitable for audience |
| 4. Evaluate and develop design proposals | 4.1 Evaluate each design idea in context of design brief and suitability for using high-volume technology services, and record results<br>4.2 Select design proposal/s for further development that best meet requirements<br>4.3 Seek feedback on design proposals using suitable methods<br>4.4 Assess availability and cost of, and access to, proposed high-volume technology services |
| 5. Present product | 5.1 Prepare product proposals for presentation to client or end recipient |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| proposals to client | in accordance with industry best-practice methods<br>5.2 Ensure presentation arrangements are made, checked and confirmed in accordance with industry best-practice methods<br>5.3 Present design proposals to client or end recipient in accordance with industry best-practice methods<br>5.4 Gather, analyse and confirm client feedback in accordance with industry best-practice methods<br>5.5 Complete design proposals with client feedback and high-volume technology services and limitations incorporated |
| 6. Produce final product proposal information | 6.1 Finalise and document product details including production methods, in accordance with industry best-practice methods<br>6.2 Document visual aspects of product proposal in accordance with industry best-practice methods<br>6.3 Document parts details relevant to high-volume technology services production in manner suited to place of manufacture and materials specifications<br>6.4 Ensure all other relevant details are recorded in accordance with industry best-practice methods<br>6.5 Ensure product proposal addresses work health and safety and other related requirements<br>6.6 Review proposal process to improve design quality and outcomes |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

- Numeracy skills to interpret technical and production information.
- Writing and oral communication skills to produce design briefs and document and present manufacturing information.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*


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# Unit Mapping Information

Release 1. Supersedes and is not equivalent to MSFFDT5006 Design a furniture using high volume technology services (HVTS) in production.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM5004 Design product suitable for high-volume technology services in production

## Modification History

Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria changed and updated to active voice. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed. Supersedes and is not equivalent to MSFFDT5006 Design a furniture using high volume technology services (HVTS) in production.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- successfully produce design proposals using three different materials requiring different high-volume machinery for production, and in doing so:
  - collect, organise, read and interpret information including workplace procedures, manufacturer and materials specifications and client requirements
  - identify potentially suitable materials to use in the work process and ensure these are acceptable for both client needs and high-volume technology services that may be on- or offsite
  - follow industry best-practice in design briefing coverage, including budget, timelines, product measurements and other specifications, production needs and methods and potential external collaborators/partners
  - follow workplace best-practice in communicating with both internal and external clients and collaborators to ensure transparency of process and that clients' needs are met
  - develop and present final product proposals that balance the limitations and opportunities of batched and limited production for products with client functional and aesthetic needs, including cost-effective use of materials and tools or equipment
  - apply mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements and product/production costs as part of design proposal
  - evaluate the variations in costs and other benefits associated with different production methods and production runs of different sizes
  - lead others and work effectively in a team to improve design quality and outcomes
  - recognise dependencies in the workplace and across the wider production team (which may include external collaborators) and use cooperative approaches to optimise workflow and productivity.


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# Knowledge Evidence

There must be evidence the candidate has knowledge of:

- historical and contemporary art and design styles and movements
- design methodologies
- ergonomic and anthropometric standards
- visual aesthetics of products being designed
- ideas generation and conceptual development techniques, including:
  - suspending belief
  - looking for gaps of need alternatives
  - daydreaming
  - creative leaping
  - filaments
  - brainstorming
  - six thinking hats
  - asking questions of norms and beliefs
- current market segment products, and suitable online and offline sources of inspiration and possible design elements that will meet client needs:
  - brochures
  - magazines
  - websites such as online galleries and retail sites
  - design forums
  - reference books
  - other existing workplace design information
  - transferable technological ideas or concepts
  - natural or man-made structures and objects
- current ethical issues in society affecting makers and designers, including but not limited to:
  - social justice
  - environmental sustainability
  - ethical sourcing of material
  - biodiversity
  - cultural heritage and sensitivities
  - social responsibilities of makers and designers
- all aspects of the product design, including but not limited to:
  - shape and dimension
  - materials
  - colour
  - texture, patterns and relief
  - the site and positioning of the end product
  - ability to produce in batches or limited production runs


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    - ability to adapt the design to different production methods or volumes
- production methodologies of furniture (or similar) manufacturers, including suitability of different high-volume technology methods for a range of materials and output volumes
- production methods, processes and input requirements for high-volume technology services including:
    - laser cutting
    - machine point to point cutting
    - water jet cutting
    - plasma cutting
    - stereolithography (SLA) and computer numerically controlled (CNC) machining
- making techniques for products based on materials selection
- materials and finishes used to produce products, including their specifications, behaviours and limitations
- costing techniques including components overheads and wastage
- design-based softwares and other tools suitable for presenting design briefs, design ideas and product proposals for a range of clients, both internal and external, and both local and international
- established workplace communication channels and protocols including document control methods
- relevant work health and safety legislation, regulations, standards and codes of practice relevant to the design and manufacture of products
- 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.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - design software that reflects current industry standards
    - access to workplaces that provide high-volume technology services

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM5005 Design product suitable for mass production

## Modification History

Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria changed and updated to active voice. Range of Conditions removed and relevant information moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria. Supersedes and is not equivalent to MSFFDT5012 Design for mass production.

## Application

This unit describes the skills and knowledge required to design products suitable for mass production in a furniture-making or similar operation. It includes the considerations required to review and adapt a design brief, specify equipment requirements and personnel capabilities, identify cost-effective opportunities and plan for future production runs.

This unit applies to individuals working in a manufacturing or design studio environment who design products with production methods as a consideration, working either alone or as part of an internal or external team.

No licensing or certification requirements apply to this unit at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Design practice

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Plan for design | 1.1 Review, confirm and clarify elements of furniture design brief with appropriate personnel and client<br>1.2 Establish and maintain communication with relevant personnel in accordance with workplace processes<br>1.3 Address and verify any problems or underlying factors raised by design brief in terms of adaption to mass production<br>1.4 Identify featured elements of design from design brief<br>1.5 Identify featured principles of design from design brief |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.6 Set and cost volumes of mass production runs and evaluate these against identified intended market |
| 2. Design for mass production | 2.1 Review concepts for proposed adaption of design brief in context of mass furniture production requirements<br>2.2 Present and review different solutions to satisfy requirements of design brief<br>2.3 Review sample maquette and prototypes against concept sketches<br>2.4 Review and compile final working drawings and specifications in readiness for mass production<br>2.5 Design concept for mass manufacture, considering available equipment and resources and other variables |
| 3. Evaluate production requirements for mass production | 3.1 Review and assess equipment capabilities and modify design brief based on available or obtainable equipment<br>3.2 Review and assess personnel capabilities and modify design brief based on assessed and available skills<br>3.3 Assess material or resource supply chain to workplace, set stock sizes and modify design brief based on availability of resources<br>3.4 Assess and review outsourcing opportunities using cost–benefit analysis<br>3.5 Review workflow methods, including consideration of work health and safety, and amend design brief or workflow methods to cater for mass production<br>3.6 Research and implement opportunities for innovation in mass production procedures in accordance with workplace procedures |
| 4. Implement design | 4.1 Plan and organise manufacturing process, considering available equipment and resources and workplace procedures<br>4.2 Process material in accordance with manufacturing plan and work health and safety regulations<br>4.3 Produce jigs to assist with manufacturing components in accordance with work requirements<br>4.4 Produce components and prepare for assembly in accordance with workplace procedures<br>4.5 Assemble components based on working drawings |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 5. Finalise mass production | 5.1 Finish final product in accordance with specifications<br>5.2 Evaluate final product for functionality and aesthetic appeal against design brief<br>5.3 Review mass production methodology in accordance with workplace procedures<br>5.4 Package and dispatch production run products in accordance with enterprise transport methods<br>5.5 Record and report on product anomalies resulting from mass production anomalies to appropriate personnel and in accordance with workplace procedures |

## Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in performance criteria.

- Numeracy skills to interpret technical and production information.
- Reading skills to interpret design briefs.
- Writing and oral communication skills to produce or adapt design briefs and document and present manufacturing information.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

## Unit Mapping Information

Release 1. Supersedes and is not equivalent to MSFFDT5012 Design for mass production.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM5005 Design product suitable for mass production

## Modification History

Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria changed and updated to active voice. Range of Conditions removed and relevant information moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria. Supersedes and is not equivalent to MSFFDT5012 Design for mass production.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- successfully design, or redesign, products suitable for mass production for one major and two minor projects, and in doing so:
  - apply research, analytical and mathematical skills to the identification and selection of materials and the selection of appropriate production and construction techniques for products
  - create innovative designs that satisfy the agreed parameters and consider, but are not limited by, other historical or contemporary influences
  - prepare and work through a design brief taking into account the requirements of mass production to fulfil the design brief and oversee a mass production run
  - review information provided and creatively generate proposals for a furnishing or similar product
  - apply elements and principles of design to designing for mass production in accordance with a design brief
  - evaluate the variations in costs associated with different production methods and production runs of different sizes.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- workplace and site standards, requirements, policies and procedures for designing for mass production
- environmental protection requirements
- established communication channels and protocols
- relevant problem identification and resolution
- elements and principles of design and their relationship with mass production practices, including:
  - ergonomics and aesthetic values


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- supply chain management
- approaches to outsourcing arrangements
- cost–benefit analysis methods
- workplace resource audit techniques
- types of tools and equipment and procedures for their safe use, operation and maintenance
- characteristics of materials, products and defects and their relevance in a mass production environment
- set-up and operation of furniture-making and related equipment
- relevant computer programs, software and digital communication tools
- product machining, assembly and finishing techniques
- sketching and drawing techniques
- storage systems and labelling relating to the packaging and dispatch of mass-produced items
- procedures for the recording, reporting and maintenance of workplace records and information
- appropriate mathematical procedures for estimation and measurement.
- 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.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - access to mass production operations facilities and/or personnel
  - design software that reflects current industry standards

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM5006 Develop and document technical workplace information

## Modification History

Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria changed. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria. Supersedes and is not equivalent to MSFFT5004 Develop and document procedures and specifications.

## Application

This unit describes the skills and knowledge required to establish documentation requirements and draft information that provides concise and unambiguous direction and guidance for workplace activities. Documentation may be procedures, specifications or technical manuals.

This unit applies to individuals responsible for the creation of potentially complex documentation, either working alone or as part of an internal or external team.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Design documentation and machine interface

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify documentation requirements | 1.1 Determine purpose of documentation through consultation and review of work information<br>1.2 Establish documentation functionality and format based on its purpose, level of formality and compliance requirements<br>1.3 Determine requirements and protocols for document creation and quality of production based on workplace requirements<br>1.4 Create design that allows for efficient entry of information and maximises effective presentation |
| 2. Prepare | 2.1 Identify, obtain and collate information for documentation |


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| Elements | Performance Criteria |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| documentation | 2.2 Plan information sequence for logical and clear flow<br>2.3 Draft text using language appropriate to audience and purpose of document |
| 3. Review documentation | 3.1 Check text for accuracy and rectify errors<br>3.2 Confirm adherence to compliance requirements through analysis of documentation<br>3.3 Prepare final documentation in agreed format and seek and obtain approvals from relevant personnel<br>3.4 Assign or designate responsibility for all updates and changes to documentation in accordance with workplace requirements |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

- Numeracy skills to interpret and communicate technical information.
- Reading skills to interpret a range of technical information.
- Writing and oral communication skills to develop and document technical information.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

# Unit Mapping Information

Supersedes and not equivalent to MSFFT5004 Develop and document procedures and specifications.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM5006 Develop and document technical workplace information

## Modification History

Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria changed. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria. Supersedes and is not equivalent to MSFFT5004 Develop and document procedures and specifications.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- develop one of the following documentation types:
  - a complete operational procedure that identifies and provides clear instruction of key steps in the process
  - a formal product specification comprising:
    - project and document scope
    - product name and model numbers as relevant
    - product dimensions
    - product features
    - technical drawings or photographs
    - quality standards
    - other product-specific information
  - and in doing so meeting all internal and external quality and compliance requirements.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- work area for which documentation is being prepared, including:
  - compliance requirements (internal and external)
  - quality requirements
- common requirements for development of operational procedures and specifications, including:
  - format
  - presentation
  - required inclusions
  - document management, including version control
- technical writing techniques


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- range of people potentially involved in development of procedures and specifications
- communication protocols for the approval and dissemination of procedures and specifications.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - information technology
  - workplace requirements/formats for documentation.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM5007 Develop, trial and evaluate prototypes

## Modification History

Release 1. Unit code and Application changed. Elements and Performance Criteria changed. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria. Supersedes and is not equivalent to MSFFT5008 Develop, trial and evaluate prototypes.

## Application

This unit covers the skills and knowledge required to develop specifications, identify and select materials and processes, perform a production trial of prototypes and complete evaluation tasks and documentation. Prototypes may be produced by hand, by using appropriate machines, tools and equipment or by computer-assisted production, and may require the application of joinery, construction and finishing techniques.

This unit applies to individuals working alone in an industry operation of any size, or a design studio environment, where they play a lead role in the design and prototyping of products, either alone or as part of an internal or external team.

No licensing or certification requirements apply to this unit at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Design practice, workshop practice

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Develop prototype or sample specifications | 1.1 Identify and analyse purpose and outline requirements for prototype or sample from design concepts or customer requirements<br>1.2 Research and identify materials suitable to match design concepts or customer requirements<br>1.3 Research and identify appropriate construction requirements and methods for materials to be used<br>1.4 Research and identify ergonomic requirements from design concepts or customer requirements and in accordance with principles of |


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| | |
|---|---|
| | ergonomic design<br>1.5 Prepare and document detailed prototype or sample design specifications, including drawings as required, following industry best-practice methods |
| 2. Plan for prototype construction | 2.1 Verify that purpose of prototype or sample is reflected in plans and drawings<br>2.2 Verify materials specifications and compatibility for item from prototype or sample documentation<br>2.3 Verify construction requirements and methods including equipment for materials being used<br>2.4 Prepare work plan for item, including construction stages or steps, checkpoints for measurements and tests, assembly methods, and work health and safety considerations, in accordance with workplace procedures<br>2.5 Clean and clear a suitable work area for prototype or sample production<br>2.6 Ensure required materials and other items are available and ready for use<br>2.7 Ensure jigs and other construction aids are identified and where required adjusted to suit work |
| 3. Produce the prototype | 3.1 Follow work plan to construct the prototype or sample, referencing any sketches and other job specifications<br>3.2 Conduct checks at the identified points and in accordance with workplace procedures<br>3.3 Identify, document and implement any required modifications to design and plan within workplace procedures<br>3.4 Perform initial inspection of prototype or sample to ensure it is fit for purpose<br>3.5 Ensure learnings from prototype construction are referred back to development personnel |
| 4. Finalise the work sequence | 4.1 Prepare prototype or sample for finishing in accordance with design specification<br>4.2 Clean, maintain and store tools and equipment in accordance with manufacturer specifications<br>4.3 Clean and clear work area, including applying waste management strategies in accordance with workplace procedures<br>4.4 Complete workplace documentation, including recommendations for optimisation of prototype or sample brief or work plan |


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| | |
|---|---|
| 5. Trial and evaluate the prototype | 5.1 Develop, specify and document trial objectives and processes in accordance with industry best-practice methods<br>5.2 Ensure personnel involved in trial and evaluation are prepared for their responsibilities and functions<br>5.3 Prepare and certify trial equipment, tools and materials prior to use in accordance with relevant specifications and workplace procedures<br>5.4 Conduct prototype or sample trials and capture or record results in accordance with trial specifications<br>5.5 Evaluate results of trial including longevity of product and make recommendations for production in accordance with procedures |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

- Numeracy skills to interpret technical information and perform calculations.
- Reading skills to interpret design concepts.
- Writing and oral communication skills to develop and document prototype processes and results and work collaboratively with other personnel.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

# Unit Mapping Information

Release 1. Supersedes and is not equivalent to MSFFT5008 Develop, trial and evaluate prototypes.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM5007 Develop, trial and evaluate prototypes

## Modification History

Release 1. Unit code and Application changed. Elements and Performance Criteria changed. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria. Supersedes and is not equivalent to MSFFT5008 Develop, trial and evaluate prototypes.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- develop and evaluate two different prototypes, and in doing so:
  - identify compatibility/incompatibility of materials, adhesives, fittings and fasteners for the application
  - demonstrate how the design of the prototype or sample components will influence the working lifetime of the item.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- the function and features of a strong design brief, including:
  - the aims, objectives, milestones for the design project
  - workplace or personal profiles
  - target audience
  - budget
  - timeline
  - consultation requirements
  - colour requirements
  - image requirements
  - function
- range, characteristics and behaviours of a broad range of materials, including:
  - scrap timber and manmade timber
  - plastics
  - metal and metal alloys
  - stone
  - glass
  - fabrics and textiles
  - fibreglass


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  - leather
  - foam
  - cardboard and paper products
  - any other manipulable substance
  - adhesives
  - fillers and finishes
- assembly processes, including:
  - nailing
  - gluing
  - screwing
  - welding
  - pressing
  - sewing
  - bonding
  - jointing
  - connecting various materials
- state or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for the construction of prototypes and samples
- organisational and site standards, requirements, policies and procedures for constructing prototypes and samples
- environmental protection requirements
- established communication channels and protocols
- relevant problem identification and resolution
- elements and principles of design, including:
  - line
  - shape
  - form (geometric or organic)
  - texture
  - colour
  - function
- trends and detailed knowledge of furniture construction
- principles of ergonomics design and aesthetic values
- types of tools and equipment and procedures for their safe use, operation and maintenance
- set-up and operation of equipment
- design and other relevant software and applications
- product assembly techniques
- sketching and drawing methods, including:
  - isometric
  - oblique
  - perspective
  - orthographic


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    - elevation drawings that explode the parts of the concept sketches and include:
        - rough sizes
        - scale
        - tones
        - values
- storage systems and labelling
- procedures for the recording, reporting and maintenance of workplace records and information
- destructive and non-destructive testing techniques and processes
- appropriate mathematical procedures for estimation and measurement
- 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.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM5008 Evaluate design proposals and concepts

## Modification History

Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria changed. Assessment Requirements changed. Supersedes and is not equivalent to:

- MSFFDT4004 Assess environmental impact of a design
- MSFFDT4006 Determine work health and safety (WHS) implications of designs
- MSFFDT5002 Assess and resolve technical integrity of a design
- MSFFDT5010 Evaluate furniture design proposals and concepts
- MSFFDT5011 Assess economic impact of a design
- MSFFT5009 Determine production feasibility of designs.

## Application

This unit describes the skills and knowledge required to establish design evaluation criteria, apply those criteria and determine the feasibility of designs for commercially viable production, usually as part of a collaborative process. It may involve original design or adaptations developed by self or others.

This unit applies to individuals working in a manufacturing or design studio environment who use specialised knowledge and critical thinking to evaluate and use diverse and potentially complex information.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Furniture design and manufacturing – general

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Establish design evaluation criteria and process | 1.1 Analyse original design brief as basis for developing evaluation criteria<br>1.2 Identify and analyse business objectives and capacity in determining evaluation criteria<br>1.3 Establish scope of creative and operational criteria required for design evaluation and gather all relevant information |


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| | |
|---|---|
| | 1.4 Identify and select products which are competitors or potential competitors in marketplace for comparative purposes<br>1.5 Identify all those involved in evaluation process and establish communication<br>1.6 Determine evaluation criteria and process through collaboration and review of information<br>1.7 Document criteria and process in accordance with workplace requirements |
| 2. Apply evaluation criteria | 2.1 Evaluate competitive products and proposed design against all criteria in accordance with agreed process<br>2.2 Use collaboration and critical thinking in evaluation process<br>2.3 Document outcomes in accordance with agreed process |
| 3. Determine feasibility and options | 3.1 Analyse evaluation outcomes of proposed design and competitive products using critical analysis skills<br>3.2 Identify potential design improvements as part of evaluation process<br>3.3 Make determination about potential for designs to be progressed based on agreed process<br>3.4 Complete and process evaluation records in accordance with workplace requirements |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in performance criteria.

- Numeracy skills to understand technical information product and production costings.
- Reading skills to interpret design proposals and business information.
- Writing and oral communication skills to document evaluation records

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

# Unit Mapping Information

Release 1. Supersedes and is not equivalent to:

- MSFFDT4004 Assess environmental impact of a design
- MSFFDT4006 Determine work health and safety (WHS) implications of designs
- MSFFDT5002 Assess and resolve technical integrity of a design
- MSFFDT5010 Evaluate furniture design proposals and concepts
- MSFFDT5011 Assess economic impact of a design


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- MSFFT5009 Determine production feasibility of designs.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM5008 Evaluate design proposals and concepts

## Modification History

Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria changed. Assessment Requirements changed. Supersedes and is not equivalent to:

- MSFFDT4004 Assess environmental impact of a design
- MSFFDT4006 Determine work health and safety (WHS) implications of designs
- MSFFDT5002 Assess and resolve technical integrity of a design
- MSFFDT5010 Evaluate furniture design proposals and concepts
- MSFFDT5011 Assess economic impact of a design
- MSFFT5009 Determine production feasibility of designs.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- evaluate three different design proposals and concepts, that each consider all of the following:
  - adherence to brief
  - design process and its application
  - functionality
  - the application and use of design to meet the elements and principles of design and ergonomics
  - marketability
  - production considerations:
    - materials
    - production process and impacts on overall business operations
    - safety
    - costs
  - profitability
  - sustainability
  - technical integrity.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- nature and scope of the design evaluation process:
  - who is involved – roles, responsibilities and interrelationships
  - process and key stages


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  - documentation requirements
  - role of collaboration
- elements and principles of design, their interrelationships and how they can be used to create good design
- how to establish evaluation criteria against which a design needs to be evaluated and key considerations:
  - adherence to brief
  - compliance
  - design process and its application
  - functionality
  - profitability
  - application of elements and principles of design
  - production considerations
  - marketability
  - sustainability
  - technical integrity
- manufacturing technologies in the relevant industry sector
- processes that support critical analysis and how to use them, including:
  - comparing
  - contrasting
  - reflecting
  - distinguishing relevant from irrelevant.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - design briefs
  - proposed designs.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM5009 Generate and transfer complex computer-aided drawings and specifications

## Modification History

Release 1. Unit Code and Application changed. Elements and Performance Criteria simplified and changed to active voice. Range of Conditions removed with relevant information moved to assessment requirements. Assessment Requirements changed. Supersedes and is equivalent to MSFDN5001 Generate and transfer complex computer-aided drawings and specifications.

## Application

This unit describes the skills and knowledge required to prepare complex drawings using computer-aided techniques and capabilities, including three-dimensional (3D) modelling, exploded assembly drawings and conversion of drawings for computer numerically controlled (CNC) applications.

This unit applies to individuals working in design and manufacturing roles who produce and manage complex computer-aided drawings and specifications, either alone or as part of an internal or external team.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Furniture design and manufacturing – general

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Create exploded assembly drawings | 1.1 Obtain and complete drawing preparations, including applying expected features of drawing<br>1.2 Prepare accurate 3D models for all components<br>1.3 Create and confirm perspective view of model<br>1.4 Explode model so that all components are visible<br>1.5 Label all individual components in accordance with workplace requirements<br>1.6 Complete quality checks to ensure accuracy of outcomes |


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| Elements | Performance Criteria |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| | 1.7 Store drawings in accordance with workplace requirements |
| 2. Create job sheets | 2.1 Identify and complete preparations in accordance with workplace requirements<br>2.2 Set up job sheet template in accordance with workplace requirements and practices<br>2.3 Create and accurately dimension necessary orthographic views<br>2.4 Identify and accurately list sequencing of machine operations, safety and operator requirements<br>2.5 Prepare, review and test draft job sheets and amend to workplace requirements<br>2.6 Store job sheets in accordance with workplace requirements |
| 3. Convert drawings for CNC applications | 3.1 Identify and confirm conversion requirements from CNC machine specifications<br>3.2 Create layers and additional information required for final conversion<br>3.3 Assign drawing entities to relevant layers<br>3.4 Complete conversion to required file type<br>3.5 Store converted file in accordance with workplace requirements |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

- Numeracy skills to interpret technical information and perform calculations and measurements.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSFDN5001 Generate and transfer complex computer-aided drawings and specifications.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM5009 Generate and transfer complex computer-aided drawings and specifications

## Modification History

Release 1. Unit Code and Application changed. Elements and Performance Criteria simplified and changed to active voice. Range of Conditions removed with relevant information moved to assessment requirements. Assessment Requirements changed. Supersedes and is equivalent to MSFDN5001 Generate and transfer complex computer-aided drawings and specifications.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- create two exploded assembly drawings that include:
  - preparation of 3D models
  - creation of perspective views
  - exploding the models to expose all components
  - industry-standard features: drawing name, labelling of all components, dimensions and/or scale bar and specifications
- create two confirmed job sheets that have the necessary orthographic views and all required management and inventory information including file storage, product coding, inventory information and drawing management requirements
- convert two drawings for CNC application, including the creation of layers, assignment of drawing entities and the protection and storage of converted files
- apply information management strategies to manage and store the drawings and job sheets produced (both hardcopy and digital), including version control.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- key aspects of professional design practice
- type, range, uses and limitations of contemporary computer-aided design (CAD) software and applications
- construction processes in the relevant context
- types of construction materials and their characteristics, uses and limitations in the relevant context
- workplace information management systems and processes related to drawings.


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# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - product specifications
  - computer-aided drawing equipment and current industry-standard software.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM5010 Investigate ergonomic, anthropometric and proxemic considerations for design

## Modification History

Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria changed. Range of Conditions removed and relevant information moved to Assessment Requirements. Assessment Requirements changed and volume/frequency of evidence clarified. Supersedes and is not equivalent to MSFFDT5001 Apply ergonomics, anthropometrics and proxemic considerations to a product.

## Application

This unit describes the skills and knowledge required to confirm design requirements, research potential ergonomic, anthropometric and proxemic considerations for a design and apply findings to the design process.

This unit applies to individuals working in a manufacturing or design studio environment who use specialised knowledge and critical thinking to evaluate and use diverse and potentially complex information.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Design practice

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Confirm design requirements | 1.1 Review, confirm and clarify design brief with product owner or briefer<br>1.2 Identify potential issues relating to ergonomic, anthropometric and proxemic factors |
| 2. Research ergonomic, anthropometric and proxemic considerations | 2.1 Identify credible sources of information about ergonomics, anthropometrics and proxemics<br>2.2 Source and analyse information for its application to design solution<br>2.3 Assess how ergonomic, anthropometric and proxemic factors impact |


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| Elements | Performance Criteria |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | functionality of design for different types of people<br>2.4 Determine potential impacts of ergonomic, anthropometric and proxemic issues on how solution meets elements and principles of design<br>2.5 Identify, distil and document key information that applies to design |
| 3.Use information in the design process | 3.1 Explore different solutions based on research outcomes to satisfy the requirements of the design brief through testing and experimentation<br>3.2 Make accurate calculations for product adjustments that arise from ergonomic, anthropometric and proxemic considerations<br>3.3 Integrate outcomes into work on overall design solution and associated documentation, drawings and models |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

- Reading skills to interpret research information.
- Writing skills to document ergonomic, anthropometric and proxemic consideration outcomes.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

# Unit Mapping Information

Release 1. Supersedes and is not equivalent to MSFFDT5001 Apply ergonomics, anthropometrics and proxemic considerations to a product.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM5010 Investigate ergonomic, anthropometric and proxemic considerations for design

## Modification History

Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria changed. Range of Conditions removed and relevant information moved to Assessment Requirements. Assessment Requirements changed and volume/frequency of evidence clarified. Supersedes and is not equivalent to MSFFDT5001 Apply ergonomics, anthropometrics and proxemic considerations to a product.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- research and use information about ergonomics, anthropometrics and proxemics in the design of three different products, drawn from any of one major and two minor design projects), and in doing so:
  - balance ergonomic, anthropometric and proxemic considerations with aesthetic and functional requirements
  - follow industry best-practice in understanding and application of ergonomics, anthropometrics and proxemics
  - seek subject-matter expertise to guide design, solutioning and assessment of results.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- elements and principles of design, and their interrelationship with ergonomic, anthropometric and proxemic values
- current market segment products, and suitable online and offline sources of inspiration and possible design elements that will meet client needs and demonstrate ergonomic, anthropometric and proxemic values:
  - brochures
  - magazines
  - websites such as online galleries and retail sites
  - design forums
  - reference books
  - other existing enterprise design information
  - transferable technological ideas or concepts
  - natural or man-made structures and objects
- key aspects of the following and how they may impact the design of different products:


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  - ergonomics:
    - safety
    - comfort
    - ease of use
    - productivity and performance
    - aesthetics
  - anthropometrics:
    - physical requirements and attributes of product end user
  - proxemics:
    - spacing requirements of product end user and location of product
- all aspects of the product design, including but not limited to:
  - shape and dimension
  - materials
  - colour
  - texture, patterns and relief
  - the site and positioning of the end product
  - ability to produce in batches or limited production runs
  - ability to adapt the design to different production methods or volumes
- Australian Standards and government recommendations for product design concerning ergonomics, anthropometrics and proxemics
- materials, finishes and production methods, and how these interact with achievement of ergonomic, anthropometric and proxemic requirements.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - design briefs
  - information technology for research

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM5011 Plan production

## Modification History

Release 1. Unit code and Application changed. Elements and Performance Criteria updated to active voice. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria. Supersedes and is equivalent to MSFFT5006 Plan production.

## Application

This unit describes the skills and knowledge required to plan and document the overall requirements of production in a furnishing or similar workplace.

This unit applies to an individual working alone or as part of a team but with limited guidance, in a furnishing or similar workplace or any size, who has responsibility for managing production processes.

No licensing or certification requirements apply to this unit at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Project management and professional development

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Establish production requirements | 1.1 Interpret data from sales or market forecast for inclusion in production plan<br>1.2 Analyse specifications and supporting data<br>1.3 Establish projected requirements regarding product quantity, quality, raw materials and performance characteristics<br>1.4 Determine and confirm production capacity of machines and personnel<br>1.5 Identify resources required, including raw materials supply requirements for production line |
| 2. Prepare production | 2.1 Assemble and confirm information and details to include in |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| plan | production plan<br>2.2 Consider inefficiencies and constraints and potential improvements or variations to plan<br>2.3 Prepare production plan in accordance with workplace procedures |
| 3. Monitor and coordinate variations to plan | 3.1 Monitor production plan to ensure efficient and effective production performance and identify any variations required<br>3.2 Modify plans where necessary to reflect out-of-stock and overstock situations, machine and human resource requirements or variations<br>3.3 Coordinate implementation of plan variations to ensure compliance with instructions/or specifications |
| 4. Maintain records | 4.1 Maintain production planning records in accordance with workplace requirements<br>4.2 Prepare reports where necessary and in accordance with workplace procedures |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit to the performance criteria.

- Numeracy skills to interpret and analyse technical information and record and report on production data.
- Writing skills to prepare production plans and report on production.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSFFT5008 Plan production.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM5011 Plan production

## Modification History

Release 1. Unit code and Application changed. Elements and Performance Criteria updated to active voice. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed to remove duplication with Performance Criteria. Supersedes and is equivalent to MSFFT5006 Plan production.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- establish and confirm the production requirements for one significant production requirement, and in doing so:
  - prepare the production plan
  - monitor and coordinate variations to the plan
  - maintain records
  - engage with appropriate workplace software and systems.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- production processes, products, machines, planning and forecasting software
- the range of production operations, including:
  - repetitive production runs
  - short runs
  - quick changes
  - indent orders
  - stock replenishment
- work and workplace organisation systems including:
  - just in time (JIT)
  - quick response
  - quality systems
  - team processes
  - benchmarking systems
- suppliers, their capabilities and customer requirements
- safety and environmental aspects of relevant workplace activities
- workplace procedures and reporting/recording processes, including:
  - the workplace business plan
  - previous production plans


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  - planning and production policies
  - machine/equipment specifications
  - work orders
  - job procedures
- work health and safety requirements, including:
  - legislation
  - building codes
  - material safety management systems
  - hazardous and dangerous goods codes
  - local safe operating procedures or equivalent.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- access to workplace procedures, equipment, stock systems and other relevant workplace information.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM5012 Research, test and apply materials and technologies for design projects

## Modification History

Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria changed. Range of Conditions removed and relevant information moved to Assessment Requirements. Assessment Requirements changed. Supersedes and is not equivalent to MSFFDT5008 Research and recommend alternative manufacturing processes and MSFFDT5009 Research and recommend machine technology.

## Application

This unit describes the skills and knowledge required to research different complex materials and technologies and their applications. It also covers how to use this information to inform design briefs, select materials and technologies that interact harmoniously together, and establish testing requirements for final selection.

This unit applies to individuals working in a manufacturing or design studio environment who analyse and compare information and test results to develop a combined materials and technologies production solution, either alone or as part of an internal or external team.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Furniture design and manufacturing – general

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Determine project requirements | 1.1 Review and clarify project brief with client<br>1.2 Confirm and evaluate parameters and constraints from project brief<br>1.3 Identify and assess aspects of brief that are impacted by materials and technologies selection<br>1.4 Identify key project stakeholders and establish required communication protocols |
| 2. Research materials and technologies for | 2.1 Evaluate features of briefed product and research how materials and |


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| | |
|---|---|
| testing | technologies have been used to achieve these in other projects<br>2.2 Investigate physical properties, capabilities, limitations or constraints of different materials and how these could be utilised in projects<br>2.3 Research aesthetic properties of different materials in terms of suitability for testing<br>2.4 Identify production methods, including safety issues and specialised equipment and personnel, required to work with different materials, and assess suitability of those methods against project brief<br>2.5 Identify and consider new and emerging technologies against project brief and proposed production methods<br>2.6 Evaluate materials and technologies in context of sustainability, cost and availability for testing and production<br>2.7 Select materials and technologies to be tested based on outcomes of research |
| 3. Test materials and technologies | 3.1 Develop test program and reporting methods for materials and technologies that addresses all facets identified, including interaction of materials and technologies<br>3.2 Ensure test program addresses safety considerations, both specific to use of selected materials and technologies, and generally for workplace<br>3.3 Validate test program with relevant personnel or key stakeholders<br>3.4 Organise physical, financial and human resources based on scope and nature of testing program<br>3.5 Follow test program to test materials and technologies<br>3.6 Report on test program results in accordance with agreed reporting methods |
| 4. Analyse and report on test results | 4.1 Interpret test program results and their implications from report<br>4.2 Evaluate advantages and disadvantages of tested materials and technologies based on test results and against project requirements<br>4.3 Assess production methods and expertise requirements from test results<br>4.4 Recommend and validate materials, production methods including equipment and technologies, and expertise with key stakeholders<br>4.5 Complete workplace documentation to finalise project brief, highlighting research and test results, and rationale for materials chosen |


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# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit to performance criteria.

- Numeracy skills to interpret technical information and understand technology operations.
- Reading skills to interpret project brief and research information.
- Writing and oral communication skills to document and communicate research results.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

# Unit Mapping Information

Release 1. Supersedes and is not equivalent to MSFFDT5008 Research and recommend alternative manufacturing processes and MSFFDT5009 Research and select manufacturing technologies.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM5012 Research, test and apply materials and technologies for design projects

## Modification History

Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria changed. Range of Conditions removed and relevant information moved to Assessment Requirements. Assessment Requirements changed. Supersedes and is not equivalent to MSFFDT5008 Research and recommend alternative manufacturing processes and MSFFDT5009 Research and recommend machine technology.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- research, test and apply materials and associated technologies for three different design briefs, and in doing so:
  - research five different types of materials and three different design- or production-related technologies
  - develop, implement and report on a test program for two different types of materials and two different design- or production-related technologies
- prepare and present three reports in appropriate formats to convey information to key stakeholders.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- elements and principles of design, their interrelationships and how they are used in materials selection
- characteristics, properties and selection criteria for different materials, both aesthetic and functional, including:
  - manmade and natural timbers (native and imported) including composites and finishes
  - plastics
  - metals
  - alloys
  - stone-based products
  - glass
  - textiles
  - fibreglass
  - foam
  - synthetics
  - cardboard and paper products


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    - any other manipulable substance
- particular features and behaviours of materials and the impact of these on production methods and technologies
- types and methods of testing specific to different materials, including strength and performance under different conditions
- design- and production-related technologies applicable to all stages of a project, and their impact on materials selection and output variables
- key features, costs, efficiencies and technical application of current and emerging technologies, including:
    - CNC operations
    - 3D printing
    - foundries and casting
    - robotics
    - laser cutting
    - water-jet cutting
- how to structure and present testing program results and recommendations
- the expertise and specialised equipment or technologies required for different materials, and the impact of these on project constraints including timeframes and budgets
- non-traditional materials that complement or enhance the overall design.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - design briefs
    - range of complex materials for testing
    - industry-standard technologies suitable for design and production
    - information technology for research and design presentation.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDM5013 Work collaboratively on design projects

## Modification History

Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria changed. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed. Supersedes and is not equivalent to MSFFDT5015 Work collaboratively on a design project.

## Application

This unit describes the skills and knowledge required to establish, implement and maintain collaboration on a complete design project.

This unit applies to individuals working in a manufacturing or design studio environment who participate in the management of a design project as part of a collaborative team.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

Furniture design and manufacturing – general

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Plan for project collaboration | 1.1 Agree, confirm and clarify project requirements with client<br>1.2 Identify and pursue opportunities for collaboration in project, establishing communication with all those involved in design process |
| 2. Establish and implement collaborative approaches | 2.1 Establish shared understandings of objectives and parameters through discussion and ongoing communication<br>2.2 Agree on ways of working that acknowledge different contributions of those involved and need for a holistic approach<br>2.3 Acknowledge and follow ethical approaches to information sharing, privacy and need to take responsibility for outcomes<br>2.4 Share, challenge and test ideas and approaches to design and manufacturing challenges in a supportive way<br>2.5 Organise, allocate and document tasks and activities in |


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| Elements | Performance Criteria |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| | cost-effective and equitable manner with clear, agreed outcomes |
| 3. Maintain and evaluate design collaboration | 3.1 Engage in an open process of review and evaluation with others<br>3.2 Measure client satisfaction with project outcome based on feedback<br>3.3 Collect observations from others about possible improvements for future projects<br>3.4 Identify and use outcomes of evaluation for own development |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency but not explicit in the performance criteria.

- Writing and oral communication skills to collaborate with design partners.

*Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

# Unit Mapping Information

Release 1. Supersedes and is not equivalent to MSFFDT5015 Work collaboratively on a design project.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDM5013 Work collaboratively on design projects

## Modification History

Release 1. Unit code and title changed. Application changed. Elements and Performance Criteria changed. Range of Conditions removed and relevant content moved to Assessment Requirements. Assessment Requirements changed. Supersedes and is not equivalent to MSFFDT5015 Work collaboratively on a design project.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- work as a member of a collaborative team on two design projects that involve:
  - establishment of requirements with collaborator and client
  - design ideation
  - development and refinement of all aspects of design proposals and briefs
  - coordination of implementation of design brief in production
  - delivery of end result to client
  - recognition of dependencies and cooperative approaches that optimise workflow and productivity
  - industry best-practice communication methods and collaboration tools that enhance collaboration.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- potential collaborators in a design project and the different roles people play
- legal and ethical considerations for collaborative practice, including:
  - copyright and intellectual property
  - privacy, confidentiality and disclosure
- benefits of collaboration for individuals and organisations, including the value of collaboration as a problem-solving tool
- types of behaviours that support effective collaborative relationships
- types of tools and documents to support the establishment, implementation and maintenance of collaborative practice
- inclusions for design project management planning:
  - budget
  - communication, consultation and reporting
  - objectives and milestones


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  - resources - human, financial and physical
  - quality assurance process
  - responsibilities of different people
  - risk management and contingency plans
  - timeframes
- typical problems encountered in a collaborative process and how they may be avoided or resolved
- ways of evaluating projects in terms of their success as collaborative undertakings.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - design brief
  - people for collaboration.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDT3001 Install low-voltage technology, automation, and intelligent management systems in furnishing

## Modification History

Release 1. New unit of competency.

## Application

This unit of competency describes the skills and knowledge required to identify job requirements and then select, fit and install low-voltage technology, automation and intelligent management systems in furnishing products. The unit involves taking measurements to support the accurate fit of the items; and correctly using and applying adhesives and concealment methods suited to the installation design, product being installed, and furnishing product material. It also involves understanding quality and compliance indicators and requirements so that the installation complies with industry-accepted standards.

This unit applies to unlicensed installers working in all sectors of the furnishing industry using low voltage (24 volts or less) technology, automation, or intelligent management systems. The furnishing products involved are diverse, and may include kitchen and bathroom cabinetry, fitted furniture and window furnishings. The items installed are also diverse and may include docking stations, and sound and visual devices.

No licensing, legislative or certification requirements apply to this unit at the time of publication. Where installation involves wiring to be connected to mains power, electrical work must be completed by a qualified licensed electrician

## Pre-requisite Unit

Not applicable.

## Unit Sector

Furniture design and technology

## Elements and Performance Criteria

| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| 1. Prepare for installation of low-voltage technology, | 1.1 | Identify job and product requirements from work order and visual representations of installation design |


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| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| automation, and intelligent management system item into furnishing | 1.2 | Identify work health and safety (WHS) and personal protection requirements of installation according to workplace procedures |
| | 1.3 | Identify and select required installation items based on the work order |
| | 1.4 | Identify and select tools, equipment and accessories to be used during installation and check their safe and effective operation |
| | 1.5 | Clean and prepare furnishing product surfaces to enable accurate fitting |
| 2. Install low-voltage technology, automation and intelligent management system item into furnishing | 2.1 | Take accurate measurements and fit item according to design requirements |
| | 2.2 | Secure item using fitting tools according to supplier instructions and workplace procedures |
| | 2.3 | Apply adhesives according to supplier instructions and workplace procedures |
| | 2.4 | Test installed item against expected performance and troubleshoot performance problems in line with own level of responsibility |
| | 2.5 | Place cabling concealments according to installation design |
| 3. Finalise installation | 3.1 | Check that completed work complies with quality and work order requirements, and rectify identified deficiencies |
| | 3.2 | Clean work area and surfaces, and dispose of waste safely and sustainably according to workplace procedures |
| | 3.3 | Check tools and equipment, and tag and report faulty items according to workplace procedures |
| | 3.4 | Clean and store remaining tools and equipment according to workplace procedures |
| | 3.5 | Identify and store surplus unused items for re-use and recycling according to workplace procedures |


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| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| | 3.6 | Complete required workplace documentation according to workplace procedures |

# Foundation Skills

| This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency. | |
|---|---|
| Numeracy skills to: | • interpret, discuss and use mathematical information in work orders and design specifications<br>• use a blend of 'in the head' and formal methods and tools to correctly complete measurements<br>• estimate and measure installation items |
| Reading skills to: | • interpret routine workplace documentation, including work orders, WHS requirements, and workplace installation procedures |

# Unit Mapping Information

Release 1. New unit of competency. No equivalent unit

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDT3001 Install low-voltage technology, automation, and intelligent management systems in furnishing

## Modification History

Release 1. New unit of competency.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements, performance criteria, and foundation skills of this unit, which must include the ability to:

- safely and correctly install in furnishing a minimum of the following items in line with job requirements and workplace procedures:
  - one low-voltage hardware item
  - one item requiring automation
  - one item from an intelligent management system.

In the course of each of the above installations, the person must:

- interpret work order and design specifications relating to the installation
- apply safe lifting and handling procedures
- follow work instructions and safe operating procedures to:
  - minimise risk of injury to self and others
  - prevent damage to surface, tools, equipment and materials
  - maintain required production output and quality
  - use hand and power tools safely
  - use personal protective equipment (PPE)
- use and dispose of waste sustainably
- avoid backtracking, work flow interruptions and wastage
- identify and resolve routine problems and faults encountered

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- features of installation work orders and visual representations of designs, and how to identify and interpret key information
- emerging trends in installing low-voltage technology, automation and intelligent management systems in furnishing products
- work health and safety (WHS) procedures, practices and regulations specific to installations described in performance evidence


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- workplace procedures relating to:
  - manual handling, including lifting and carrying
  - safely installing, securing and concealing installation items
  - tagging and reporting faulty tools and equipment
  - disposing of waste safely and in an environmentally sustainable manner
  - cleaning and storing tools and equipment
  - storing surplus unused items
  - recording and reporting fitting and installation information
- work order requirements, and industry-accepted quality indicators and requirements, relating to installations described in performance evidence:
  - boundaries of work for unlicensed personnel
  - key requirements of Australian standards for individual installers
  - safety considerations and potential dangers associated with incorrect installation
- techniques for installing, securing, and concealing items described in performance evidence
- mathematical methods for estimating and measuring installation items
- types of common problems that occur during installation, and how to avoid and respond
- types, characteristics, uses, expected performance benchmarks, and limitations of low-voltage technology, automation, intelligent management system items and after-market serviceability:
  - cabinet hardware
  - charging devices
  - docking stations
  - lighting
  - sound
  - visual devices
- types, characteristics, uses, maintenance and limitations of the following items required for the installations described in performance evidence:
  - adhesives and their suitability for different material types
  - hand tools
  - power tools
- documentation requirements for installation work described in performance evidence

# Assessment Conditions

Assessment must occur in the workplace, or in a simulated environment that reflects workplace conditions and contingencies.

Access is required to tools, materials, equipment and specifications for the installation described in the performance evidence above, including:

- work orders and design specifications
- workplace and WHS procedures specified in knowledge evidence


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- supplier instructions and manufacturer specifications
- furnishing items requiring installation of low-voltage technology, automation, and intelligent management systems
- low-voltage technology, automation and intelligent management system items, and associated required hand and power tools, equipment, materials and accessories
- PPE applicable to job requirements.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFDT4012 Research furniture styles and movements

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers researching furniture styles and movements and analysing how they influence furniture design by accessing a range of information sources. It also covers identifying influences on the design of furniture and documenting information for use in furniture design projects.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture design and technology

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Plan research | 1.1 | Applicable work health and safety (WHS), legislative and organisational requirements relevant to researching furniture styles and movements are verified and complied with |
| | | 1.2 | Design brief is reviewed, confirmed and clarified with appropriate personnel |
| | | 1.3 | Relevant research sources of information on furniture styles and movements are located |
| | | 1.4 | Formal and informal research techniques are selected to access the information |


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| | | | |
|---|---|---|---|
| | | 1.5 | Scope of research is determined |
| 2 | Conduct research and document findings | 2.1 | Research is conducted using a range of research techniques |
| | | 2.2 | Geographical research is conducted to detect influences |
| | | 2.3 | Cultural, economic and environmental influences on furniture styles and movements are identified |
| | | 2.4 | Features of furniture are identified |
| | | 2.5 | Significant trends, designers and techniques and their influences on styles and movements are identified |
| | | 2.6 | Research information is applied to current furniture design trends, philosophy and surrounding buildings |
| | | 2.7 | Information is documented to develop reference materials to inform design projects |
| | | 2.8 | Research materials and results of the research are organised and compiled into easy to access facilities for further reference |
| 3 | Maintain currency with furniture styles and movements | 3.1 | Research sources and compiled information are regularly checked for usefulness in informing design projects |
| | | 3.2 | Opportunities to update and expand research of styles and movements are scheduled |
| | | 3.3 | Findings from research are regularly incorporated into design outcomes |

# 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.


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving
- customers or suppliers may be internal or external

**Design brief includes:**

- the aims, objectives, milestones for the design project
- organisational or personal profiles
- target audience
- budget
- timeline
- consultation requirements
- colour requirements
- image requirements
- function

**Research sources include:**

- scientific texts
- historical texts and journals
- oral histories
- journals
- periodicals
- images
- objects
- films
- videos
- microfiche
- internet
- technical information
- stories
- libraries
- museums


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**Information includes:**

- universities
- collection catalogues
- philosophy texts
- world histories
- cultural issues publications
- spiritual issues publications
- religious texts
- histories of furniture design
- linguistics, aesthetics and political publications
- gender and identity issues texts
- place, signs and symbols
- criticism
- new technologies
- popular media

**Styles and movements include:**

- furniture designers and key figures, such as Frank Lloyd Wright, Charles Eames and Antonio Gaudi
- schools and movements, such as Bauhaus in Germany, Federal style in the United States, and Art Nouveau in Europe
- periods and styles, such as the neo-classical Adams style, the simple lines of Art Deco, and the asymmetrical style of Rococo
- decorative details, such as:
  - rosettes
  - foots
  - hinges
  - mouldings

**Research techniques include:**

- internet searches
- interview
- discussion
- books
- journals
- films
- documentaries
- first hand review

**Geographical research includes:**

- international
- national
- regional
- local influences

**Facilities include:**

- files
- computer files
- indices



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**Documentation includes:**

- databases
- charts
- diagrams
- freehand drawings
- sketches
- ideation drawings
- working drawings
- computer-generated documentation
- pictures
- illustrations
- photos
- multimedia presentations
- materials or theme boards
- specifications
- measurements

# Unit Mapping Information

Supersedes and is equivalent to LMFFDT4015A Research furniture styles and movements

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFDT4012 Research furniture styles and movements

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Collect, organise and understand information related to furnishing work instructions and work orders and safety procedures
- Identify materials used in the work process
- Research furniture styles and movements to assist with informing current design practices, challenging and adapting influences into current designs
- Apply design elements and principles to the research of styles and movements in accordance with the concepts and design brief
- Lead others and work effectively to improve production quality and outcomes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity and encourage participation of employees in the planning of work activities and changes

## Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to researching styles and movements
- Organisational and site standards, requirements, policies and procedures for researching styles and movements
- Elements and principles of design
- Ergonomics and aesthetic values
- Significant trends, designers and techniques and their influences on styles and movements
- Characteristics of materials, products and defects
- Relevant computer programs for research and documentation
- Relevant research techniques
- Presentation techniques and equipment
- Procedures for the recording, reporting and maintenance of workplace records and information
- Environmental protection requirements


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- Established communication channels and protocols
- Relevant problem identification and resolution

## 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 and equipment relevant to researching styles and movements.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFT4007 Sample, inspect and test products to specifications

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers taking product samples, identifying and applying authorised testing procedures, interpreting test results and reporting findings within a furnishing enterprise.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furnishing Technology

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify specifications and test procedures | 1.1 | Product quality specifications are read, drawings interpreted and test parameters are identified |
| | | 1.2 | Test methods for each required test parameter are identified and the most efficient test method is noted |
| | | 1.3 | Any requirement for testing by personnel external to the work area is identified and appropriate permission is obtained |
| | | 1.4 | Design features that impact on testing and inspection are identified |
| 2 | Select evidence | 2.1 | Appropriate conforming and/or non-conforming products, |


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| | | | |
|---|---|---|---|
| | | | materials and/or waste are selected for testing in accordance with enterprise requirements |
| | | 2.2 | Observations of operators and copies of procedures are collected |
| 3 | Conduct and interpret tests | 3.1 | Tests are conducted following workplace procedures and results are documented |
| | | 3.2 | Comparisons of all data collected are made |
| | | 3.3 | Any recommendations are noted and considered for feasibility |
| 4 | Report findings | 4.1 | Findings of tests are documented |
| | | 4.2 | Any potential or existing problems and appropriate recommendations are identified and reported in accordance with enterprise procedures |

# 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.

**Unit context includes:**

- work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate organisational and analytical ability, discretion, judgement and problem


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| | |
|---|---|
| | solving<br>• work is performed with little external assistance and with minimal supervision or direction<br>• customers or suppliers of material to be sampled may be internal or external |
| **Sampling, inspection and testing include:** | • undertaking processes in accordance with industry standards and practices that reflect the type of product, the materials and processes used in its manufacture and its end use, and includes:<br>• samples of raw materials<br>• components<br>• assemblies<br>• end products |
| **Materials to be sampled include:** | • timber<br>• metal alloys<br>• glass, fabrics and textiles<br>• plastics<br>• leather<br>• adhesives<br>• fillers<br>• finishes, as appropriate |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • work procedures/instructions<br>• designer/drawer specifications and instructions<br>• quality systems documentation or equivalent containing sampling, inspecting and testing frequency and criteria<br>• organisation work specifications and requirements<br>• legislation/regulation/national and industry codes and practices relevant to the products<br>• quality and Australian Standards and procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFT4007B Sample, inspect and test products to specifications.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFT4007 Sample, inspect and test products to specifications

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Collect, organise and understand information related to multi-trade work instructions and work orders, building and structural plans and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Arrange and conduct a minimum of four (4) different processes covering sampling, inspection and testing
- Analyse test results and interpret outcomes against requirements
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- 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

- General quality systems theory
- Sampling techniques for commonly encountered materials
- Inspection techniques and faults common within the sector products
- Testing techniques (destructive and non-destructive) relevant to the sector and related equipment/aids
- Work flow in relation to required times and stages where quality checking is required


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# 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 production or product finishing facility, testing equipment and procedures.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFT4010 Identify and calculate production costs

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers estimating materials, labour and time requirements, and establishing costs for the provision of products, including all overheads in a significant mass production environment. It may involve referral of matters to other enterprise personnel.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furnishing Technology

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Gather information | 1.1 | Details of the particular product and competition products are obtained |
| | | 1.2 | Details of the proposed production operation are obtained and analysed |
| | | 1.3 | Labour unit cost projections are obtained and agreed |
| | | 1.4 | Logistic support contracts, supply agreements or equivalent are obtained and analysed |
| | | 1.5 | Details of proposed warehousing and physical distribution systems and related cost factors are obtained |
| | | 1.6 | Information is converted to usable form and stored ready |


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| | | | |
|---|---|---|---|
| | | | for retrieval and application |
| 2 | Estimate materials and labour | 2.1 | Types and quantities of materials required for production are estimated and recorded |
| | | 2.2 | Time requirements for production activities and other lead times are estimated |
| | | 2.3 | Labour requirements for direct production and handling operations are estimated and recorded |
| 3 | Determine and calculate overheads | 3.1 | Components contributing to overhead costs are identified |
| | | 3.2 | Overhead costs to be attributed to work in accordance with commercial and enterprise procedures are identified |
| 4 | Calculate production costs | 4.1 | Total materials costs and labour costs are calculated in accordance with enterprise procedures |
| | | 4.2 | Total production cost is calculated, including overheads and mark-up percentages |
| | | 4.3 | Final cost to customer is calculated in conjunction with marketing/sales personnel |
| 5 | Document details and verify, where necessary | 5.1 | Details of costs and charges are documented in accordance with enterprise practice |
| | | 5.2 | Costs, calculations or other details are verified by other enterprise personnel, as required |
| | | 5.3 | Details are documented for future reference in accordance with enterprise 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.


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# 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.

**Unit context includes:**

- work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate organisational and administrative ability, discretion, judgement and problem solving
- work is undertaken in accordance with established procedures involving a range of products, equipment and installation sites
- interaction with customers and other personnel from the operator's workplace

**Tools, equipment and resources include:**

- measuring equipment
- product sales literature
- product samples

**Overhead costs include:**

- rental/lease costs
- utilities
- non-production resources
- depreciation of plant and equipment
- warehousing margins
- physical distribution unit costs
- insurance
- other costs incurred by doing business

**Personal protective equipment includes:**

- that prescribed under legislation, regulations and enterprise policies and practices

**Information and procedures include:**

- enterprise production plan and schedule
- enterprise financial management policy and procedures
- enterprise policy and procedures for cost and apportioning overheads
- labour employment costs (awards, enterprise bargaining agreements and contracts)
- material/supply costs (contracts, standing agreements,


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market rates and warehousing margins)
- physical distribution contracts or arrangements
- Australian, international and enterprise quality standards and procedures

# Unit Mapping Information

Supersedes and is equivalent to LMFFT4010B Identify and calculate production costs.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFT4010 Identify and calculate production costs

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Collect, organise and understand information related to multi-trade work instructions and work orders, building and structural plans and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- For a significant mass production operation, determine the production and product costs using the following or equivalent steps:
  - obtain all information relevant to the determination of costs
  - interpret plans, specifications and instructions for production and materials to be used
  - estimate quantities of materials required
  - determine the types and amount of labour required to complete the work
  - estimate time required to complete the work
  - determine/calculate overheads
  - document the process and outcomes
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- 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

- Production systems documentation processes
- Enterprise costing procedures


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- Mathematical formulae and processes relevant to costing
- Components of labour costs
- Enterprise/commercial approach to overhead costs
- Enterprise/commercial approaches to warehousing and physical distribution costs
- Enterprise information management processes, including storage requirements

# 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 all necessary facilities and associated equipment, including calculators, computers and relevant software.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFT4011 Purchase materials and consumables

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers purchasing materials and consumables required for production within a furnishing enterprise, through existing contracts and other formal purchasing arrangements or through local purchase delegation.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furnishing Technology

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify purchasing requirements | 1.1 | Purchasing requirements are identified from material specifications, orders and instructions in accordance with workplace procedures |
| | | 1.2 | Purchasing requirements are prioritised, where required, in consultation with others |
| | | 1.3 | Quantities, quality of goods, price limitations and delivery requirements are determined or confirmed in consultation with appropriate personnel |
| 2 | Source materials and consumables | 2.1 | Sources of materials and/or consumables are identified from workplace preferred supplier lists or through networks and knowledge of local and/or overseas suppliers |


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| | | | |
|---|---|---|---|
| | | 2.2 | Difficulties in supply are reported in accordance with workplace procedures |
| | | 2.3 | Availability of supply is confirmed |
| 3 | Compare costs | 3.1 | Alternative suppliers are contacted to check costing |
| | | 3.2 | Actual costs are compared to predicted costs |
| | | 3.3 | Any recommendations regarding alternative suppliers are communicated to appropriate personnel following workplace procedures |
| | | 3.4 | Delegation to order goods/materials/equipment is exercised |
| 4 | Purchase materials and consumables | 4.1 | Capacity of supplier to meet price, quality and delivery expectations is checked |
| | | 4.2 | Purchase order/list is developed in accordance with workplace procedures |
| | | 4.3 | Order is placed with supplier and delivery schedules are confirmed |
| | | 4.4 | Appropriate orders and invoices are exchanged according to workplace procedures |
| 5 | Maintain and monitor material and consumable supplies | 5.1 | Stock is regularly monitored using inventory records and physical checks, where applicable, to ensure maintenance of supply |
| | | 5.2 | Up-to-date records of materials and consumables are maintained |
| | | 5.3 | Acquisition requirements are documented in accordance with workplace procedures |
| 6 | Liaise with other departments | 6.1 | Communication channels with other departments are established in accordance with workplace procedures |
| | | 6.2 | Liaison with other departments is conducted to ensure customer requirements are achieved |


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# 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.

**Unit context includes:**

- work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate administrative ability, discretion, judgement and problem solving
- work is performed with little external assistance and with minimal supervision or direction
- customers may be internal or external

**Personal protective equipment includes:**

- that prescribed under legislation, regulations and enterprise policies and practices

**Information and procedures include:**

- work procedures/instructions
- existing contracts or formal purchasing arrangements
- supply system directories, indexes and catalogues
- machinery/equipment/system technical manuals
- legislation/regulations/national and industry codes and practices related to the materials and consumables
- quality and Australian Standards and procedures

# Unit Mapping Information

Supersedes and is equivalent to LMFFT4011B Purchase materials and consumables.



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# Links

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# Assessment Requirements for MSFFT4011 Purchase materials and consumables

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Collect, organise and understand information related to multi-trade work instructions and work orders, building and structural plans and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Purchase materials on a minimum of four(4) occasions, including two (2) different materials and at least one (1) perishable consumable
- Suggest improvements to purchasing operations and, where authorised, negotiate changes
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids, and other measuring devices
- 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

- Contemporary supply/purchasing systems theory
- Company operating procedures, including procedures for purchasing materials and consumables
- Material and consumable usage rates
- Operation requirements of equipment and work systems in own work area

## Assessment Conditions

- Assessors must:


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  - 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 production operation with consumable and material requirements, preferred supplier lists and workplace procedures.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFT4012 Prepare a tender submission

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers preparing and submitting a tender for supply of products and services in the furnishing industry.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furnishing Technology

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify opportunity to provide goods and/or services | 1.1 | Opportunities that are within the operational scope of the business unit or organisation are identified |
| | | 1.2 | Organisational resources which are available, or expertise which may be accessed, is identified and matched to opportunities |
| | | 1.3 | The feasibility of undertaking the proposed project/work is assessed and approval is sought according to organisational policies and procedures |
| 2 | Analyse tender requirements | 2.1 | Tender specifications and scope of tender requirement are identified and clarified with the originator if required |
| | | 2.2 | Proposed methodology for satisfying the request is |


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| | | | |
|---|---|---|---|
| | | | developed |
| | | 2.3 | Required resources are identified and their availability confirmed with the provider in accordance with organisational procedures |
| | | 2.4 | Methodology is adjusted to accommodate the availability of resources and expertise available |
| 3 | Prepare a tender estimate | 3.1 | Estimate is prepared taking all requirements into account and providing for contingencies as required by organisational policies, procedures and requirements |
| | | 3.2 | Costing of estimate conforms to organisational policies and procedures |
| | | 3.3 | The estimate satisfies the total requirement and where this cannot be provided, an explanation/compromise/option is identified |
| | | 3.4 | Estimate is checked for accuracy and detail in accordance with organisational procedures |
| 4 | Submit a tender | 4.1 | Tender is prepared in accordance with organisational policies and procedures |
| | | 4.2 | Tender addresses required details and meets originator's requirements |
| | | 4.3 | Tender is submitted within the required timeframe in the form required by the request |
| | | 4.4 | Organisational requirements for record keeping and documentation of tenders are completed |
| 5 | Review tender process | 5.1 | Changes and variations to the tender are negotiated to meet the needs of the client and the organisation in accordance with contractual arrangements, organisational policies, procedures and delegated authority |
| | | 5.2 | The tender content and process is reviewed and evaluated using the outcome and the feedback provided by client and stakeholders |
| | | 5.3 | Procedures are adjusted if required to improve subsequent bids |


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# 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.

**Unit context includes:**

- work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate analytical ability, discretion, judgement and problem solving
- work requires the analysis of, at times, complex requirements, the preparation and presentation of the tender and the follow-up action for both successful and unsuccessful tenders
- work is performed with little external assistance and with minimal supervision or direction

**Personal protective equipment includes:**

- that prescribed under legislation, regulations and enterprise policies and practices

**Information and procedures include:**

- work procedures/instructions
- tender brief/specifications issued by the requesting agency
- organisation work specifications and requirements
- legislation/regulations/national and industry codes and practices relevant to the product
- quality and Australian Standards and procedures

# Unit Mapping Information

Supersedes and is equivalent to LMFFT4012B Prepare a tender submission.



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# Links

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# Assessment Requirements for MSFFT4012 Prepare a tender submission

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Collect, organise and understand information related to multi-trade work instructions and work orders, building and structural plans and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- On a minimum of two (2) occasions and for different/significant goods or services, prepare and submit formal tenders that are framed to serve marketing purposes and which address or are supported by:
  - the full requirements of the tender brief
  - total resource requirements
  - total costing covering all components and scenarios
  - appropriate legislative requirements
  - options for the client
- Negotiate changes/variations to tender and conduct review of outcome
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- 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

- Enterprise operating procedures and requirements
- Organisation resources, capacities and capabilities


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- Tender management, preparation, submission and review processes
- Tender evaluation processes
- Financial and legal requirements for tendering
- Relevant legislation relating to tendering and contracting for goods and/or services of the organisation

# 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 requests for tender, previous tenders and outcomes, information relating to relevant resources, appropriate staff/advisers and supporting technology.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGG2017 Fabricate and install insect and security screens

## Modification History

Release 1 New unit of competency.

Note: MSFGG2010 Fabricate and install insect and security screens was superseded by MSFSS3005 Assemble non-security and security screens and grilles in 2020, but a subsequent review found that the content of MSFGG2010 should be restored to the qualification. This unit, MSFGG2017, has the same title and content (with minor updates) as MSFGG2010. MSFGG2017 is a new unit and does not supersede any other unit.

## Application

This unit describes the skills and knowledge required to measure, fabricate and install insect or security screens for doors or windows using aluminium.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Competency Field

## Unit Sector

Glass and Glazing

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1 Plan for work | 1.1 Determine specifications of insect or security screen from work instructions, including the identification of its pattern or plan<br>1.2 Identify and apply work health and safety requirements relevant to fabrication and installation of aluminium screens, including personal protective equipment<br>1.3 Identify fabrication and installation processes to meet specifications<br>1.4 Calculate quantities of materials required from plans, work instructions and measurement of screen opening in accordance with Australian Standards and industry practice<br>1.5 Prepare cutting lists from plans, work instructions and measurements |


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| **Elements** | **Performance Criteria** |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| | of opening to meet specifications and minimise waste<br>1.6 Select fittings, fixings and joining devices or materials in accordance with specifications or type of materials to be joined or fixed |
| 2 Prepare for work | 2.1 Determine logical work sequence to suit the work and workplace procedures<br>2.2 Assemble tools, equipment and materials and check they are appropriate for the work, serviceable and in a safe condition<br>2.3 Check size, quantity, finish and profile of components against specifications |
| 3 Fabricate and install insect or security screen | 3.1 Measure and mark materials to cutting list requirements and to achieve most economical use of materials<br>3.2 Cut and stamp materials to cutting list requirements and in accordance with workplace procedures or industry practice<br>3.3 Assemble components of insect or security screen in accordance with workplace procedures or industry practice<br>3.4 Attach fittings to screen in accordance with workplace procedures or industry practice<br>3.5 Install insect or security screen in opening in accordance with recognised industry standards |
| 4 Complete work | 4.1 Inspect installed insect or security screen to identify any quality defects<br>4.2 Repair, refabricate or reinstall insect or security screen to rectify defects<br>4.3 Collect and store any material which can be reused<br>4.4 Remove waste and scrap materials and process for disposal or recycling in accordance with workplace procedures<br>4.5 Clean work area and dispose of rubbish<br>4.6 Clean and store tools, equipment and unused material in accordance with workplace procedures<br>4.7 Complete workplace documentation in accordance with workplace procedures |


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# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

No equivalent unit

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGG2017 Fabricate and install insect and security screens

## Modification History

Release 1 New unit of competency.

Note: MSFGG2010 Fabricate and install insect and security screens was superseded by MSFSS3005 Assemble non-security and security screens and grilles in 2020, but a subsequent review found that the content of MSFGG2010 should be restored to the qualification. This unit, MSFGG2017, has the same title and content (with minor updates) as MSFGG2010. MSFGG2017 is a new unit and does not supersede any other unit.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- measure, fabricate and install one hinged aluminium screen door, one sliding aluminium screen door and one aluminium window screen
- safely use at least three of the following:
- drop saw
- up-cut saw
- stamping and notching tools
- copy routers
- end millers
- crimpers
- electric or pneumatic powered drills and screwdrivers
- pop rivet guns
- welding machine.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- workflow requirements in relation to the fabrication and installation of insect and security screens
- characteristics and application of materials and fittings used in fabrication and installation of screens including:
- extruded door framing
- corner stakes
- interlocks
- fly mesh
- heavy-duty security mesh


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- emergency escape security screen
- fittings and fixing/fasteners (screws and pop rivets)
- anti-jemmy protection hardware
- hinges
- wheels
- lock mechanisms that comply with Australian Standards
- door closures
- lock guards
- workplace safety system requirements related to fabricating and installing aluminium insect and security screens
- relevant Australian Standards relating to security screen doors and security window grilles.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including those specified in the performance evidence
- modelling of industry operating conditions.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGG3032 Mirror glass

## Modification History

Release 1. Supersedes and is equivalent to MSFGG3012 Set up and operate glass mirroring equipment.

## Application

This unit describes the skills and knowledge required to set up, operate, monitor and maintain glass mirroring equipment.

This unit applies to glass processing workers mirroring glass in accordance with pre-determined work orders.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Glass and Glazing

## Elements and Performance Criteria

| **Elements** | **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 Read work instructions and identify job and quality requirements<br>1.2 Identify and follow work health and safety requirements, using all required personal protective equipment<br>1.3 Identify quality procedures for each stage of the process<br>1.4 Plan work sequence in a logical order to suit the job and workplace procedures<br>1.5 Establish and maintain communication with others involved with the work to ensure efficient work flow coordination, personnel cooperation and safety |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Prepare glass for mirroring | 2.1 Remove existing mirror by acid washing, cleaning and polishing in accordance with work instructions<br>2.2 Wash glass to be mirrored with detergent in accordance with workplace procedures<br>2.3 Rinse glass to be mirrored with demineralised water in accordance with workplace procedures |
| 3. Conduct glass mirroring operations | 3.1 Apply tinning solution in accordance with workplace procedures<br>3.2 Rinse glass with demineralised water in accordance with workplace procedures<br>3.3 Apply mirror solution to glass in accordance with workplace procedures<br>3.4 Wash and blow dry glass in accordance with workplace procedures<br>3.5 Apply backing paint in accordance with workplace procedures |
| 4. Complete work | 4.1 Inspect product for quality of work and discard or return items which do not meet quality requirements for reprocessing in accordance with workplace procedures<br>4.2 Place completed work in holding area in accordance with workplace procedures<br>4.3 Clean work area and safely dispose of rubbish in accordance with workplace procedures<br>4.4 Inspect, maintain and tag equipment in accordance with workplace procedures<br>4.5 Remove and store tools, equipment and unused materials in accordance with workplace procedures<br>4.6 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

Supersedes and is equivalent to MSFGG3012 Set up and operate glass mirroring equipment.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGG3032 Mirror glass

## Modification History

Release 1. Supersedes and is equivalent to MSFGG3012 Set up and operate glass mirroring equipment.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- completed the mirroring process on 3 different types of glass.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- purpose and key provisions of relevant Australian Standards
- workplace safety system requirements related to the operation of glass mirroring equipment
- work flow requirements in relation to the operation of glass mirroring equipment, including how the process fits into the overall glass processing system
- the role and importance of communication with others in relation to quality and safety
- characteristics of materials used and uses of products produced by glass mirroring operations
- mathematical procedures
- common items found in work instructions for glass laminating, including:
  - material to be used
  - number of sheets to be mirrored and holding area for completed items
  - process required to complete work tasks
- qualities, characteristics and uses of different types of glass for mirroring, including:
  - annealed
  - laminated
  - sheet
  - toughened
- types, characteristics, safe use, maintenance and limitations of glass mirroring equipment:
  - backing paint
  - buffing and cleaning tables
  - compressors
  - copper plating electrodes


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  - dual nozzle spray guns
  - extractor fans
  - heated drying racks
  - mirroring formulas
  - semi-automatic and computer-navigated mirroring equipment
  - solution containers
  - spray booths
  - stripping acid tanks for re-mirroring
  - tinning solution
  - water distiller
- identification, handling and storage requirements for hazardous chemicals
- procedures for the preparation of glass and the mirroring process, the types of problems that may occur and how to avoid and respond
- quality indicators for mirrored glass
- handling and storage requirements for completed mirrored glass
- procedures for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - equipment, tools and materials to complete tasks in Performance Evidence
  - glass product to be mirrored
  - safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGG4009 Apply standards and codes of practice for the glass industry

## Modification History

Release 1. Supersedes and is equivalent to MSFGG4001 Apply standards and codes of practice for the glass industry.

## Application

This unit describes the skills and knowledge required to evaluate potentially complex glass and glazing requirements, determine codes and standards that must be applied and integrate those requirements into work processes.

This unit applies to experienced workers who interpret and use potentially complex technical information to develop glass and glazing work solutions. They may work in the manufacture, processing and/or installation of glass components. Job roles often involve leadership responsibilities.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

Nil.

## Competency Field

## Unit Sector

Glass and Glazing.

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Evaluate glass and glazing work requirements | 1.1 Identify and correctly interpret glass and glazing job requirements from workplace documentation and consultation<br>1.2 Accurately record requirements to inform analysis<br>1.3 Conduct technical evaluation and correctly determine compliance |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | requirements and job feasibility |
| 2. Determine application of glass and glazing standards | 2.1 Identify products and/or types of glass for the job and determine current product specifications from investigation of supply sources<br>2.2 Assess relevant glazing standards against job requirements<br>2.3 Identify influencing factors and determine their significance and impact on the end product<br>2.4 Identify the need for any specialist assistance and seek advice in accordance with workplace procedures<br>2.5 Maintain communication with clients, building professionals and other workers to ensure all work is carried out to comply with glass and glazing standards<br>2.6 Develop optimal solution for completion of the work and confirm against all applicable standards |
| 3. Develop documentation | 3.1 Convert solution into accurate and detailed documentation in accordance with workplace procedures<br>3.2 Identify and develop documentation required by external personnel based on the scope of the project<br>3.3 Distribute documentation to internal and external personnel within required timeframes |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFGG4001 Apply standards and codes of practice for the glass industry.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGG4009 Apply standards and codes of practice for the glass industry

## Modification History

Release 1. Supersedes and is equivalent to MSFGG4001 Apply standards and codes of practice for the glass industry.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- assessed requirements and developed documentation that complies with Australian Standards (AS) for jobs that individually or cumulatively involve glass and glazing for:
  - stairways
  - balustrading
  - sloped or overhead glass
  - 5-star rated buildings
  - fire-rate applications
  - curtain walls and/or facades
  - partitions.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- scope and nature of workplace documentation that informs evaluation of work requirements:
  - specialist technical specifications
  - client brief
  - location of work
- key aspects of:
  - AS 1288: sections 6, 7 and 9
  - AS/NZS 2208: all sections
  - AS/NZS 1170: all sections
  - AS/NZS 4667: all sections
  - AS/NZS 4668: all sections
  - National Construction Code (NCC) references to windows and doors in buildings
- workplace safety system requirements related to the handling and installation of glass and glazing products that impact specification development
- types, characteristics uses and limitations of different glass, including issues related to:


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  - aspect ratios
  - energy efficiency
  - installation methods
  - thermals
  - tolerances
  - wind loadings
- current and emerging trends and developments in glass and glazing, including:
  - products
  - techniques and/or applications
- sources of specialist glass and glazing technical advice
- workplace procedures for development of specifications, including:
  - format
  - required inclusions
  - technical drawings
  - document control
- range of people or parties potentially involved in glass and glazing work and typical interactions required:
  - architects
  - builders
  - customer
  - engineers
  - internal staff
  - product developers and/or suppliers
  - logistics personnel
- communication protocols for the approval and dissemination of work specifications and other information to external parties.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - details of glass and glazing work requirements as specified in the Performance Evidence
  - AS/NZS documentation as detailed in the Knowledge Evidence
  - product information
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.


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# Links

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# MSFGG4010 Use glass industry data systems

## Modification History

Release 1. Supersedes and is equivalent to MSFGG4002 Use glass industry data systems.

## Application

This unit describes the skills and knowledge required to use a specialised glass industry software system. Software systems are diverse in nature and may be those used for estimating, design, inventory or sales.

This unit applies to individuals in glass and glazing enterprises who perform specialist or leadership functions.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Glass and Glazing.

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Select data system and information for work role | 1.1 Identify specialist software for data and workplace information needs and determine its application to work role<br>1.2 Assess and confirm data entered in the system is accurate<br>1.3 Open data system and log on operator for the work |
| 2. Enter and manipulate data | 2.1 Enter data into the system and navigate the system to meet work requirements<br>2.2 Check entered or edited data for accuracy<br>2.3 Effectively use features of the system in the manipulation, processing and presentation of data |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 2.4 Transfer data between applications, linking and embedding related data files, in accordance with work requirements |
| 3. Generate reports | 3.1 Generate processed data in the correct format<br>3.2 Check generated reports and other documentation for accuracy and completeness of information<br>3.3 Identify and correct any data or processing errors before completion |
| 4. Save data and exit system | 4.1 Save and store data in appropriate directory or folder in accordance with workplace procedures<br>4.2 Close file and exit application without loss of data<br>4.3 Back up reports and other data in accordance with workplace procedures |
| 5. Respond to problems with the system | 5.1 Recognise faults that occur during data entry, processing and outputting<br>5.2 Identify causes of data processing faults and take appropriate action<br>5.3 Log and report problems in accordance with workplace procedures |

# Foundation Skills

# Unit Mapping Information

Supersedes and is equivalent to MSFGG4002 Use glass industry data systems.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGG4010 Use glass industry data systems

## Modification History

Release 1. Supersedes and is equivalent to MSFGG4002 Use glass industry data systems.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- used a specialised glass and glazing software application to generate documentation and/or reports for 3 three different jobs or work situations.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- glass industry standards and codes of practice
- types, features and capabilities of glass industry software applications available for different purposes
- detailed operating procedures and capabilities of one specialised software application
- processes for identifying and responding to faults related to:
  - incorrect or misleading data
  - system software
  - system equipment.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - computers and software applications used in the glass and glazing industry
  - data for management within the system
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.


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# Links

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# MSFGG4012 Perform laser measurement and levelling for glass windows and doors in buildings

## Modification History

Release 1. Supersedes and is equivalent to MSFGG4004 Perform laser measurement and levelling for glass windows and doors in buildings.

## Application

This unit describes the skills and knowledge required to plan for work, take accurate measurements, make alignment calculations and complete the levelling and alignment of glass windows and doors prior to installation.

This unit applies to individuals in glass and glazing enterprises who perform specialist or leadership functions.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Glass and Glazing.

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for glass laser measurement and levelling | 1.1 Determine task requirements through review of documentation and inspection of windows and doors to be installed<br>1.2 Select laser levelling equipment suitable for the installation and set up to manufacturer recommendations<br>1.3 Plan levelling in detail including sequencing, and prioritise tasks and system requirements<br>1.4 Identify and mitigate potential site hazards for personnel and property and/or select control measures in accordance with the work |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | plan |
| 2. Use laser devices to make measurements | 2.1 Take accurate measurements using laser levelling devices, and correctly interpret and record in accordance with standard operating procedures<br>2.2 Locate or set up datum point from measurements<br>2.3 Take readings to datum and at nominated or selected stations, to project specifications |
| 3. Perform levelling | 3.1 Make levelling realignment calculations using correct and appropriate methods for the installation levelling and/or alignment application<br>3.2 Level and align glass window and door components to specifications using correct and appropriate techniques, and make adjustments to ensure compliance with manufacturer specifications and the work plan<br>3.3 Temporarily fix glass components in the assigned installation positions prior to final measurement<br>3.4 Undertake final level and alignment inspections, make any adjustments and fix glass components to the building using appropriate fasteners |
| 4. Complete work | 4.1 Close down levelling equipment and notify appropriate personnel of completed installation in accordance with workplace requirements<br>4.2 Clear, clean, restore and secure work area of waste, in accordance with site and/or workplace procedures<br>4.3 Maintain plant, tools and equipment and store in accordance with site and/or workplace procedures<br>4.4 Finalise and document completion details in accordance with workplace procedures |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

Supersedes and is equivalent to MSFGG4004 Perform laser measurement and levelling for glass windows and doors in buildings.

# Links

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# Assessment Requirements for MSFGG4012 Perform laser measurement and levelling for glass windows and doors in buildings

## Modification History

Release 1. Supersedes and is equivalent to MSFGG4004 Perform laser measurement and levelling for glass windows and doors in buildings.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- levelled and aligned the following, either sub-frame or sub-channel, for installation in buildings:
  - door
  - shopfront
  - balustrade
- confirmed accuracy of the readings taken, including set up and movement of laser levelling device in two locations.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- key aspects of state or territory work health and safety legislation and regulations, including individual rights and obligations
- role of a laser safety officer
- key aspects of the following Australian Standards:
  - AS 2047-2014 Windows in buildings - Selection and Installation
- hazards and control measures associated with levelling and alignment
- workplace safety system for laser measurement and levelling, including personal protective equipment
- documentation that informs planning for laser measurement and levelling and how to interpret technical drawings
- effects on installed glass window and door components if not correctly levelled and aligned
- principles of levelling and alignment and numerical operations, geometry and calculations and/or formulae for levelling, including Reduced Level (RL)
- levelling device types, characteristics, technical capabilities and limitations, including:
  - rotating laser level
  - line and dot level


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  - duel beam level
  - laser square level
- glass product specifications and tolerances plus or minus 1mm and size over a distance
- hierarchy of control and basis of control for glass plant/s
- communication protocols for radio, phone, computer and paper, including permissions and/or authorities
- role and use of manufacturer manuals
- types, characteristics, uses and limitations of shimming and packing materials
- settings and the correct scale for each setting on laser levelling devices and procedures for obtaining accurate measurements
- techniques, tools, equipment and procedures to carry out levelling and installation of glass components in buildings, including:
  - use of jacking bolts and shimming material
  - use of levelling equipment
- maintenance and storage requirements for laser levelling devices
- procedures for the recording, reporting and maintenance of workplace records and information.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - laser levelling equipment
  - glass window and door components
  - manufacturer documentation
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGG4014 Operate complex glass processing plant control systems

## Modification History

Release 1. Supersedes and is equivalent to MSFGG4006 Operate complex glass processing plant control systems.

## Application

This unit describes the skills and knowledge required to operate a complex glass processing plant control panel using control loops and a broad range of control algorithms to control plant areas and multiple products and /or process streams.

This unit applies to technicians and/or central control room operators who manage multiple complex tasks and take overall responsibility for the operation of all equipment and processes within the plant area. This may include optimisation of the area using the control system.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Glass and Glazing.

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Use operator interface | 1.1 Correctly use system equipment and features to access control system<br>1.2 Monitor glass processing task using the operator interfaces selecting appropriate controller modes<br>1.3 Access required historical data and information from system<br>1.4 Monitor and acknowledge messages and alarms and take appropriate action in accordance with workplace procedures |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.5 Access and manage advanced control features to meet work requirements |
| 2. Access control information | 2.1 Access relevant data and information from the control system and drawings by applying systems knowledge<br>2.2 Determine status of individual pieces of equipment from control panel readings and use information to identify potential faults<br>2.3 Minimise fluctuations and variations in process through the interpretation of existing trends and control schematics<br>2.4 Determine and relate overall operating effectiveness of the plant area to the required targets for the area |
| 3. Control process variations and monitor operations | 3.1 Use historical data on plant operations to assist the identification of problems and process all available information to identify potential faults<br>3.2 Make required set point or output changes to meet plant area and process requirements<br>3.3 Adjust production in response to test results and control panel information<br>3.4 Monitor key process and environmental variables and take appropriate action according to workplace procedures<br>3.5 Adjust controller settings in accordance with procedures<br>3.6 Optimise plant area in accordance with guidelines<br>3.7 Undertake coordination with stakeholder's external to the plant area based on work requirements<br>3.8 Accurately record adjustments and variations to specifications and/or schedules and communicate to appropriate personnel within required timeframes |
| 4. Facilitate planned and unplanned process startups and shutdowns | 4.1 Select and apply procedures for planned startup and shutdown processes<br>4.2 Select and apply procedures to unplanned shutdown processes<br>4.3 Implement emergency responses in accordance with workplace procedures<br>4.4 Identify and communicate necessary information to all personnel affected by events<br>4.5 Log required information accurately and regularly |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 5. Respond to alarms or out of specification conditions and control hazards | 5.1 Identify and prioritise system(s) affected by the alarm or condition and take appropriate action in accordance with workplace procedures<br>5.2 Respond promptly to alarm or incidents in accordance with workplace procedures<br>5.3 Deal with any out of specification material in accordance with procedures and communicate the problem and/or solution to appropriate personnel<br>5.4 Record incident information as required by workplace procedures and communicate details of the alarm and action taken to the next shift at change over<br>5.5 Follow up incidents to confirm that appropriate action has been taken<br>5.6 Identify hazards in the production and/or processing work area and assess the risks arising from those hazards<br>5.7 Implement measures to control risks in line with workplace procedures and duty of care |
| 6. Resolve other problems within scope of responsibility | 6.1 Identify possible problems in equipment, control systems or process to determine problems needing action<br>6.2 Establish possible fault causes and rectify problem using appropriate solution within area of responsibility<br>6.3 Follow initiated control actions until resolution and report problems outside area of responsibility to designated person |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFGG4006 Operate complex glass processing plant control systems.


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# Assessment Requirements for MSFGG4014 Operate complex glass processing plant control systems

## Modification History

Release 1. Supersedes and is equivalent to MSFGG4006 Operate complex glass processing plant control systems.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- determined, analysed and acted on all of the following causes of problems, alarms and/or fault indications at least once, including:
  - instrument failure or malfunction
  - electrical failure or malfunction
  - mechanical failure or malfunction
  - equipment design deficiencies
  - product parameters (temperature, flows, pressure and levels)
  - process control system malfunction
  - power or utility failures
  - software problems.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- basic science of upstream and downstream glass processes
- glass product specifications and tolerances
- general operating principles and features of glass processing plants, including:
  - process control philosophies, strategies and systems, including multiple control systems
  - systems operating parameters and integrity limits
  - architecture and location of the glass process and/or production equipment
  - interactions between glass plant items and/or processes and between plant units within entire plant
  - communication systems and techniques for effective communication
  - fire and gas detection and protection systems
  - emergency shutdown procedures
- organisational procedures for the operation of a specific plan control system
- features and functions of control loops, including:


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  - interactions between multiple control loops
  - cascade control
  - piping and instrumentation (P&ID) control
  - set points
  - controlled variable and indicated variable
- features and functions of instrumentation and control systems and components, including:
  - feed forward, feedback and open control
  - sensing devices
  - final control elements
  - transducers and/or transmitters
- impacts of changing controller settings and the limits within which changes can be made
- features of typical problems encountered in a glass processing plant, and the process of how to respond, including for:
  - operating without advanced control features
  - loss of power or utilities
  - analysing failure modes
  - variation and/or loss of feed
  - unstable control of pressure, temperature level and flows
  - control equipment failure
  - process plant trips
  - change in atmospheric conditions (rain, temperature, wind and lightning)
  - emergency situations
  - how to interpret complex process drawings, including P&ID diagrams, probability of failure on demand (PFD) and cause and effect.

# Assessment Conditions

Skills must have been demonstrated in a glass processing workplace.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

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# MSFGG4015 Manage glass processing plant shutdown and restart

## Modification History

Release 1. Supersedes and is equivalent to MSFGG4007 Manage glass processing plant shutdown and restart.

## Application

This unit describes the skills and knowledge required to coordinate and document the shutdown and restart of a glass production or processing plant in a safe and efficient manner. The shutdown may be a planned or an unplanned shutdown or emergency situation.

This unit typically applies to the leading plant technician on a shift, who uses discretion and judgment to respond to the cause of the shutdown and coordinate all personnel involved in the shutdown to ensure it happens in an orderly a fashion and that the plant is left in the best condition possible for a quick restart. It does not apply to individual plant operators shutting down individual production units.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Glass and Glazing.

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Manage shutdown sequence | 1.1 Check and verify glass plant safety systems and ensure that plant has been made safe<br>1.2 Identify the reason for, or cause of, the plant shutdown by troubleshooting the system using all available data and information systems<br>1.3 Obtain confirmation of the identified shutdown from operators to verify both the nature and the reliability of the shutdown |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.4 Initiate procedures to rectify the fault or shutdown cause through repair or readjustment before returning the system to startup status |
| 2. Conduct startup process | 2.1 Satisfy all start-up permissions prior to startup process being commenced<br>2.2 Safely and efficiently conduct startup and return to normal operation in accordance with workplace procedures |
| 3. Document shutdown and startup process | 3.1 Accurately complete logs and workplace documentation with required details, actions and responses<br>3.2 Record and report any ongoing production problems to appropriate persons or authority |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFGG4007 Manage glass processing plant shutdown and restart.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGG4015 Manage glass processing plant shutdown and restart

## Modification History

Release 1. Supersedes and is equivalent to MSFGG4007 Manage glass processing plant shutdown and restart.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- shutdown and restarted a glass processing plant safety and efficiently on at least 1 occasion.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- workplace safety system and its relationship to plant shutdown and restart
- basic physics, chemistry and mathematics relevant to the process
- glass product specifications and tolerances
- general operating principles and features of glass processing plants, including:
  - process control philosophies, strategies and systems, including multiple control systems
  - basis of control for glass processing plant/s
  - systems operating parameters and integrity limits
  - architecture and location of the glass process and/or production equipment
  - interactions between glass plant items and/or processes and between plant units within entire plant
  - communication systems and protocols
  - fire and gas detection and/or protection systems
  - emergency shutdown procedures
- organisational procedures for the operation of a specific glass plant
- planned, unplanned and emergency reasons for processing plant shutdown, and different types of shutdown:
  - shutdown 'to cold'
  - short shutdown to allow minor work
  - 'warm shutdown'
  - plant trip and restart 'hot shutdown'
- the actions involved in facilitating a shutdown and who is involved


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- typical routine and major glass processing plant idiosyncrasies and problems, faults and the process of how to respond
- personnel involved in a shutdown and their respective roles
- complex process drawings, including piping and instrumentation diagrams (P&ID), probability of failure on demand (PFD)
- correct methods of starting, stopping, operating and controlling glass processing plants.

## Assessment Conditions

Skills must have been demonstrated in a glass processing workplace.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGG4016 Plan and coordinate commercial glazing installations

## Modification History

Release1. Supersedes and is equivalent to MSFGG4008 Undertake planning and coordination for commercial glazing installation operations.

## Application

This unit describes the skills and knowledge required to interpret contract documentation, develop a project schedule and coordinate all resources required for the complete glass and glazing installation process in accordance with quality requirements. It includes the requirement for establishing and maintaining communication with a diverse range of site personnel.

This unit applies to individuals in glass and glazing enterprises who perform specialist or leadership functions.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking glass and glazing work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Glass and Glazing.

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Determine installation requirements | 1.1 Identify key components and conditions of work from analysis of contract documentation<br>1.2 Confirm glass installation specifications and timing through consultation with principal contractors and architects and/or engineers |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | for the construction<br>1.3 Determine and document internal and external human, physical and financial resources through review of documentation<br>1.4 Identify and accurately document site requirements and limitations |
| 2. Plan installation | 2.1 Sequence installation operations and allocate responsibilities within a project schedule<br>2.2 Define critical path of the installation from project schedule<br>2.3 Organise resources and schedule from internal or external supply sources and confirm details in writing<br>2.4 Develop installation site and safety plans for coordinating with other building trades and contractors<br>2.5 Obtain permits within the required timeframe<br>2.6 Monitor project timeframes and adjust to account for other construction activity scheduling |
| 3. Coordinate delivery and startup | 3.1 Check and supervise on-site plant delivery and placement against work plan, safety and site requirements<br>3.2 Schedule and monitor on-site human resource requirements in accordance with agreed scope of role and workplace procedures<br>3.3 Support effective coordination of installation activity through engagement with construction work supervisor and other tradespeople |
| 4. Coordinate on-site installation | 4.1 Monitor quality and safety of work through ongoing communication with key site stakeholders and physical site inspections<br>4.2 Monitor the work and performance of subcontracted plant operators and staff against agreed requirements<br>4.3 Prepare site reports of supervisory inspections with any variation requests or requirements and communicate to the appropriate person<br>4.4 Complete administrative processes with reference to relevant regulatory and organisational requirements |
| 5. Manage quality compliance | 5.1 Inspect and monitor site checklists, detailing specific items at appropriate stages<br>5.2 Use industry and organisational quality manuals and procedures in managing the quality process with all quality requirements communicated to on-site personnel<br>5.3 Check work against contractual quality standards and organise and |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | check any required rectifications for completion<br>5.4 Arrange and accurately document regulatory inspections of the completed installation<br>5.5 Accurately complete final contract documentation in accordance with job requirements and communicate to relevant personnel |

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Supersedes and is equivalent to MSFGG4008 Undertake planning and coordination for commercial glazing installation operations.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGG4016 Plan and coordinate commercial glazing installations

## Modification History

Release1. Supersedes and is equivalent to MSFGG4008 Undertake planning and coordination for commercial glazing installation operations.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- planned and coordinated 2 commercial glazing installations in accordance with contract requirements.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- state or territory building and construction codes, standards and government regulations relevant to the glass installation being undertaken
- glass industry standards, codes of practice and commercial glass handling and installation techniques
- certification requirements for glass installation work performed under regulations or local authority requirements and processes and timeframes for regulatory approvals
- features, formats and inclusions in contract documentation and how to interpret these
- types and features of other documentation used for planning installation:
- key stakeholders in commercial installations and communication requirements with these people:
  - client
  - construction professionals, internal and external
  - regulatory inspectors
- communication and negotiation techniques for establishing and maintaining effective working relationships on site
- potential site requirements and limitations, and how these are managed:
  - access permits
  - access limitations and challenges and impact on work
  - communication protocols
  - delivery processes
  - impact of other building and construction personnel and/or equipment
  - safety requirements
  - regulatory requirements


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- potential installation resource requirements, both internal and external:
  - human, including staff labour and subcontractors
  - physical, including plant, equipment and materials
  - financial
- project management and critical path techniques:
  - planning and scheduling
  - documentation
  - monitoring
  - communication
- quality control processes and how these are implemented.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace and at worksites requiring commercial glazing installations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGN3003 Advise customers on products and services

## Modification History

Release 1. No equivalent unit. Supersedes but is not equivalent to MSFBA3009 Provide advice to customers on blinds and awnings.

## Application

This unit of competency describes the skills and knowledge required to provide advice to customers on products and services. It requires broad and current knowledge relating to the products and services, and skills required to establish customer product or service requirements, and present and discuss the benefits and features of viable options that meet customer requirements and preferences.

The unit applies to those providing customers with product and service advice in a wide range of residential and commercial environments, including small through to large-scale enterprises.

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

## Pre-requisite Unit

Not applicable.

## Unit Sector

Generic

## Elements and Performance Criteria

| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| 1. Develop knowledge of products and services relevant to own workplace | 1.1 | Research and analyse information on characteristics of products and services relevant to own workplace |
| | 1.2 | Record and store research findings according to workplace procedures |
| | 1.3 | Collect and organise information, materials, product samples and visual aids relating to products and services for future retrieval and use |


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| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| 2. Prepare to provide advice to customer | 2.1 | Review work instructions to establish customer product and service requirements |
| | 2.2 | Select fit-for-purpose information, materials, product samples and visual aids that match customer requirement |
| | 2.3 | Schedule appointment with customer |
| 3. Provide advice to customer | 3.1 | Attend scheduled appointment with customer equipped with suitable support information, products, materials and visual aids |
| | 3.2 | Consult with client to confirm client requirements and expectations |
| | 3.3 | Present viable options relating to product and service requirements in a format and style suited to customer needs |
| | 3.4 | Explain and discuss features, benefits, limitations, availability and approximate costs, terms and product and service options with customer within context of customer's specific requirements |
| 4. Finalise advisory service to customer | 4.1 | Assist customer to decide on preferred product and service options |
| | 4.2 | Document customer preferences and selections according to workplace procedures |
| | 4.3 | Establish availability of customer preferences and selections with suppliers |
| | 4.4 | Store support information, products, materials and visual aids according to workplace procedures |
| | 4.5 | Complete workplace documentation and submit to required personnel according to workplace procedures |
| | 4.6 | Complete required customer follow-up according to workplace customer service procedures |


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# Foundation Skills

| This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency. | |
|---|---|
| Numeracy skills to: | • interpret, discuss and use mathematical information in workplace documentation<br>• quantify customer requirements<br>• estimate and discuss product and service cost information<br>• schedule appointments and discuss cooling-off periods and payment terms and conditions |
| Oral communication skills to: | • listen to customer requirements using questioning and active listening techniques to clarify customer requirements and elicit preferences<br>• respond to and feedback customer requirements accurately and clearly, using suitable and sufficiently broad vocabulary to convey the features and characteristics of products and services<br>• express own opinion clearly |
| Reading skills to: | • interpret at times complex workplace documentation, including service conditions, customer and supplier legal obligations |
| Technology skills to: | • use ICT-based tools in familiar contexts to access product and service information |
| Writing skills to: | • write simple notes of research findings<br>• legibly document customer preferences and selections |

# Unit Mapping Information

Release 1. Supersedes but is not equivalent to MSFBA3009 Provide advice to customers on blinds and awnings.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGN3003 Advise customers on products and services

## Modification History

Release 1. No equivalent unit. Supersedes but is not equivalent to MSFBA3009 Provide advice to customers on blinds and awnings.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements, performance criteria, and foundation skills of this unit, which must include the ability to:

- provide at least three different customers with product and service advice; once in relation to a product, once in relation to a service.

In the course of providing the above advice, the person must:

- establish and clarify customer requirements and expectations
- demonstrate current and suitably broad knowledge of product and service range
- explain and discuss each suggested viable option with customer, including:
  - features, benefits and limitations of product or service
  - product or service availability
  - approximate costs
- facilitate informed customer decision-making
- finalise advisory service according to workplace procedures and customer service standards
- work with others, recognising dependencies and using cooperative approaches to optimise work flow and productivity.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- sources of authoritative and current information on products and services relating to advisory services described in performance evidence
- workplace procedures relating to:
  - customer service standards
  - consultation methods
  - communicating product and service information to customers, including presentation methods
  - scheduling appointments
  - recording and reporting outcomes of customer appointment
  - storing and retrieving product and service information


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    - documenting, communicating and reporting customer preferences
- products and services offered by own workplace
- key features, characteristics, and terms of products and services relating to advisory services described in performance evidence, including features described in:
    - product and service instructions and specification sheets
    - service conditions
    - manufacturer specifications
    - special requirements
- legal obligations associated with products and services described in performance evidence, including:
    - cooling-off periods
    - payment terms and conditions
- principles and techniques of customer service and product promotion
- mathematical methods for quantifying customer requirements and estimating costs.

## Assessment Conditions

Assessment must occur in the workplace, or in a simulated environment that reflects workplace conditions and contingencies.

Access is required to a commercially realistic range of customers requiring the advice described in the performance evidence above, including:

- authoritative sources of information relating to range of products and services that apply to advice in performance evidence
- computer with access to the internet for further research
- product samples, materials and visual aids relating to workplace products and services, including:
    - magazines
    - photographs
    - software presentations
    - sketches
    - trade brochures
- workplace procedures specified in knowledge evidence.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGN3004 Resolve quality and compliance issues

## Modification History

Release 1. Supersedes and is equivalent to MSFSS3003 Resolve quality and compliance issues

## Application

This unit of competency describes the skills and knowledge required to identify actual and potential quality and compliance issues, and plan and implement cost-effective and efficient solutions to resolve those issues.

The unit applies to those resolving routine quality and compliance issues in the fabrication, assembly and installation of blinds, awnings, shutters, security screens and grilles. Resolution of non-routine issues identified in the course of this work is not part of this unit.

Licensing, legislative or certification requirements apply to this unit as roller shutter installers require a building licence in certain States. Relevant state/territory and local government agencies should be consulted to determine necessary certification or licensing for installing roller shutters. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

Not applicable.

## Unit Sector

Generic

## Elements and Performance Criteria

| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| 1. Plan and organise quality and compliance checks | 1.1 | Identify nature and scope of quality and compliance checks to be undertaken on work products and processes |
| | 1.2 | Access and interpret instructions and plans applicable to work products and processes |
| | 1.3 | Access and interpret legislative and workplace quality and |


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| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| | | compliance documentation applicable to checking process |
| | 1.4 | Identify work health and safety (WHS) and personal protection requirements of compliance check according to workplace procedures |
| | 1.5 | Plan and organise required materials, tools and equipment according to workplace and safety procedures and in line with workplace environmental considerations |
| 2. Identify quality and compliance issues | 2.1 | Investigate products and processes and note actual and potential quality and compliance issues in workmanship, process, and materials |
| | 2.2 | Assess nature and scope of noted non-compliances |
| | 2.3 | Document current condition of hardware, software, user and procedure |
| | 2.4 | Provide verbal and written reports on identified actual and potential quality and compliance issues to required personnel according to workplace procedures and nature of issue |
| | 2.5 | Escalate actual and potential quality and compliance issues that represent imminent risk and are outside scope of own level of responsibility |
| 3. Plan and implement solutions to resolve quality and compliance issues | 3.1 | Identify and prioritise cost-effective and efficient solutions to resolve identified quality and compliance issues and meet quality, compliance and performance requirements |
| | 3.2 | Determine quality and compliance issues that can be resolved at own level, and escalate where specialist and higher level intervention is required according to workplace procedures |
| | 3.3 | Plan solution to resolve quality and compliance issues |
| | 3.4 | Check that planned solution complies with quality and workplace requirements |
| | 3.5 | Plan strategies for evaluating effectiveness of planned solution |


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| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| | 3.6 | Document planned solution and evaluation strategies, and seek authorisation to proceed as required according to workplace procedures |
| | 3.7 | Implement planned solution to rectify identified non-compliances within scope of own role and according to workplace procedures |
| 4. Finalise quality and compliance resolution process | 4.1 | Maintain record of substantiated non-compliances |
| | 4.2 | Evaluate effectiveness of implemented solution using established strategies |
| | 4.3 | Legibly complete and process report detailing quality and compliance issues and implemented solution according to workplace requirements |
| | 4.4 | Clean work area and dispose of, re-use and recycle waste safely and sustainably according to workplace procedures |
| | 4.5 | Check tools and equipment, and tag and report faulty items according to established workplace practices |
| | 4.6 | Clean and store remaining materials, tools and equipment according to workplace procedures |

# Foundation Skills

| This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency. | |
|---|---|
| Learning skills to: | • review own skills and knowledge in relation to quality and compliance criteria, and seek information as required<br>• approach colleagues where assistance and advice are needed in identifying and resolving quality and compliance issues |
| Numeracy skills to: | • interpret, discuss and use routine mathematical information in documentation and identify quality and compliance implications<br>• complete measurements and estimate product and material requirements |


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| This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency. | |
|---|---|
| Reading skills to: | • interpret basic plans, quality and compliance criteria and safety procedures<br>• read work instructions, including job sheets, cutting lists, plans, drawings and designs |

# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSFSS3003 Resolve quality and compliance issues

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGN3004 Resolve quality and compliance issues

## Modification History

Release 1. Supersedes and is equivalent to MSFSS3003 Resolve quality and compliance issues

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements, performance criteria, and foundation skills of this unit, which must include the ability to:

- plan and safely and effectively complete checks on five different products or processes relevant to own work in fabricating, assembling, or installing blinds, awnings, shutters, security screens or grilles
- recommend and have accepted:
  - planned solutions to actual or potential quality and compliance issues
  - planned strategies to evaluate solutions
- implement recommended solutions and report on each of the above five resolution processes and their outcomes
- avoid backtracking, work flow interruptions and wastage
- work with others in a team and use cooperative approaches to optimise productivity.

Three of the above issues must be separate and different quality issues, and two must be separate and different compliance issues.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- quality and compliance requirements relating to products and processes being checked in performance evidence:
  - Australian standards
  - state and territory legislation and local government regulations
  - accepted industry good practice
  - manufacturer specifications
  - product drawings
- key features of product specifications and workplace procedures relating to product and process checks described in performance evidence
- work health and safety (WHS), legislative, and workplace requirements relevant to undertaking quality and compliance checks in the performance evidence, including safety data sheets, hazardous and dangerous goods codes and safe operating procedures


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- workplace procedures relating to:
  - identifying and resolving quality and compliance issues
  - communicating and escalating non-compliance issues with required personnel
  - recording and reporting non-compliance information
  - safe handling requirements for equipment, products and materials, including use of personal protective equipment
  - following work instructions and inspection processes to:
    - minimise the risk of injury to self and others
    - prevent damage to goods, equipment and products
    - maintain required production output and product quality
- environmental protection requirements relating to disposal of waste material

## Assessment Conditions

Assessment must occur in the workplace, or in a simulated environment that reflects workplace conditions and contingencies.

Access is required to:

- products and processes in the blinds, awnings, shutters, security screens or grilles sectors relevant to candidate where there are quality and compliance issues, which relate to at least two of the following:
  - hardware or software quality or compliance issues
  - user or procedural quality or compliance issues that increase wastage, or unnecessary increase in production or installation time
- defective or inappropriate products, materials or equipment
- PPE applicable to job requirements
- workplace documentation relevant to products and processes being checked, including quality and compliance criteria:
  - manufacturer and product specifications
  - relevant and current legislation, regulations, codes and standards
  - state, territory and local authority policies
- colleagues with specialist and higher level experience to whom quality and compliance issues can be escalated.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFPF3010 De-frame artwork

## Modification History

Release 1. Supersedes and is equivalent to MSFPF3001 De-frame artwork.

## Application

This unit describes the skills and knowledge required to dismantle and remove artwork from frames, including the sorting, recording and documentation of original items.

This unit applies to picture framers who de-frame items in different media for the purposes of repair, restoration or re-framing. They use discretion, judgement and specialised knowledge.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Picture Framing

## Elements and Performance Criteria

| **Elements** | **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 Read work order and identify de-framing requirements<br>1.2 Identify and follow work health and safety requirements throughout the work<br>1.3 Select and prepare a safe and suitable work area to de-frame, sort and protect the items<br>1.4 Examine item in terms of composition, condition and components and determine required process<br>1.5 Select tools and equipment that match construction and fastener type and check for quality, serviceability and safety prior to use<br>1.6 Determine dismantling sequence and handling techniques based on |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | nature of the item |
| 2. Dismantle artwork | 2.1 Dismantle original frame to the extent required in the work instructions using appropriate tools and procedures<br>2.2 Remove and store labels, fasteners and attachments<br>2.3 Separate, protect, tag and store components following workplace procedures<br>2.4 Examine condition of de-framed object and note details for the work order and condition report<br>2.5 Identify, collate and file relevant historical information |
| 3. Complete work | 3.1 Mark completed work for identification and store in accordance with workplace procedures<br>3.2 Identify and store items for recycling in accordance with workplace procedures<br>3.3 Clean work area and safely dispose of rubbish<br>3.4 Accurately complete required workplace documentation<br>3.5 Check, clean and store tools and equipment in accordance with workplace procedures |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFPF3001 De-frame artwork.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFPF3010 De-frame artwork

## Modification History

Release 1. Supersedes and is equivalent to MSFPF3001 De-frame artwork.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- de-framed and documented 5 artwork items that include:
  - an object
  - a textile
  - a work on paper
  - a canvas.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- work flow process for dismantling of framed items
- different reasons for de-framing artwork and how the scope of work may vary
- safety considerations and requirements when de-framing, including personal protective equipment
- frame construction techniques, materials and processes
- techniques for de-framing artwork, the types of problems that can occur and how to respond
- mathematical procedures for estimation and measurement
- functions, features and safe use of tools used to de-frame artwork:
  - cutting blades
  - hand-operated tools
  - pincers
  - pliers and marking out tools
  - screwdrivers
- documentation requirements for de-framing, including recording for reference all components and their positioning
- potential effects of the de-framing process on the artwork and liabilities and obligations
- artwork conservation handling techniques and practices.
-


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# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - workspace equipped with:
    - tools and equipment to complete de-framing tasks in the Performance Evidence
    - personal protective equipment
  - work orders and condition reports.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSF2015 Cut single layer fabrics

## Modification History

Release 1. Supersedes and is equivalent to MSFSF2001 Cut single layer fabrics

## Application

This unit of competency describes the skills and knowledge required to measure, mark out and cut single layer fabrics for the manufacture of curtains and soft furnishing accessories.

The unit applies to those in the furnishing industry cutting all types of single layer fabrics, including lining and interlining. It does not apply to cutting from patterns.

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

## Pre-requisite Unit

Not applicable.

## Unit Sector

Soft furnishing

## Elements and Performance Criteria

| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| 1. Prepare to cut single layer fabrics | 1.1 | Identify job and equipment requirements from work order |
| | 1.2 | Select and lay out fabrics according work order and workplace procedures |
| | 1.3 | Inspect fabrics for flaws, design features affecting job requirements and required finish |
| | 1.4 | Select suitable scissors and blades and check prior to use for required sharpness, set, operation and safe condition |
| 2. Undertake cutting | 2.1 | Mark out measurements for pleat lines, hems, headings and special seam allowances using workplace-approved |


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| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| process | | methods |
| | 2.2 | Cut fabric according to work health and safety (WHS) requirements, job requirements, workplace procedures and material characteristics |
| | 2.3 | Hang fabric using required protective covers and attached care label information |
| 3. Finish and dispatch work | 3.1 | Check that completed work complies with quality and work order requirements, and rectify identified deficiencies within scope of own role |
| | 3.2 | Dispatch cut lengths according to workplace procedures |
| | 3.3 | Collect and store material that can be re-used, and dispose of waste safely and sustainably according to workplace procedures |
| | 3.4 | Clean work area and equipment, and tag damaged tools and equipment |
| | 3.5 | Complete required workplace records according to workplace procedures |

# Foundation Skills

| This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency. | |
|---|---|
| Numeracy skills to: | • interpret, discuss and use mathematical information in routine workplace documentation<br>• use mathematical information to complete measurements, calculate area and estimate material requirements |
| Reading skills to: | • interpret routine workplace documentation, including work orders, WHS requirements and workplace installation procedures |


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# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSFSF2001 Cut single layer fabrics

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSF2015 Cut single layer fabrics

## Modification History

Release 1. Supersedes and is equivalent to MSFSF2001 Cut single layer fabrics

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements, performance criteria, and foundation skills of this unit, which must include the ability to:

- accurately measure and cut fabric quantities to minimise waste and produce consistent quality items for at least five different work orders; each work order must relate to one of the following types of products:
  - curtain
  - cushion
  - drape
  - swag
  - upholstered furniture component.

Each of the above work orders must require a different type of fabric and number of items to be cut. One work order must require lining or interlining, and one hanging cut fabric.

In the course of completing each of the above five work orders, the person must:

- interpret work order and locate required materials, tools and equipment
- apply safe handling procedures
- follow work instructions and safe operating and inspection procedures to:
  - minimise risk of injury to self and others
  - prevent damage to materials, equipment and products
  - maintain required production output and quality
  - use personal protective equipment (PPE)
- identify special marking out requirements
- use and dispose of waste sustainably
- avoid backtracking, work flow interruptions and wastage
- identify and resolve routine problems and faults encountered

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- work health and safety (WHS) requirements to observe when cutting fabrics:


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    - ergonomic criteria
    - personal protection requirements
- work order requirements, and industry-accepted quality indicators and requirements, relating to the cutting process described in performance evidence:
    - safety considerations and potential dangers associated with cutting equipment
    - operation of work systems
    - environmental requirements of cutting operations
    - work flow requirements for cutting process
- layout and key features of work order requirements relating to cutting single layer fabrics:
    - required fabrics
    - number of items to be cut
    - fabric sizes to be cut
    - required allowances
    - required equipment
    - workplace standards
- workplace procedures for:
    - selecting and laying out fabrics
    - marking out measurements for pleat lines, hems, headings and special seam allowances
    - inspecting fabric types for flaws
    - identifying design features affecting job requirements
    - identifying and labelling cut-out materials
    - selecting and using cutting equipment:
        - blades
        - cutting machines
        - scissors
    - cutting out and labelling materials
    - hanging fabrics
    - checking tools and equipment and tagging damaged items
- effect of cutting on fabrics
- use of material features in realising attractive use of fabric patterns:
    - face of materials
    - naps
    - direction
    - pattern matches

# Assessment Conditions

Assessment must occur in the workplace, or in a simulated environment that reflects workplace conditions and contingencies.


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Access is required to:

- single layer fabric required for the performance evidence, including lining or interlining
- PPE applicable to job requirements
- measuring and calculating equipment:
  - tapes
  - rulers
  - calculator and other workplace calculating equipment
- cutting equipment:
  - scissors
  - blades
  - cutting machines
- workplace documentation specified in the knowledge evidence.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSF3014 Construct Roman-style blinds

## Modification History

Release 1. No equivalent unit. Supersedes but is not equivalent to MSFSF3004 Construct Roman-style blinds.

## Application

This unit of competency describes the skills and knowledge required to construct and sew Roman-style blinds to job requirements. The unit involves planning job requirements, identifying required fabrics and blind components to be used, and applying workplace procedures to ensure their safe and correct construction. The unit does not involve installing the blinds or constructing wood-weave style Roman blinds.

The unit applies to those constructing Roman-style blinds for any interior residential or commercial environment. The Roman blinds may be bonded, cascade, kooped, oriental, staggered, straight or relaxed. They may be made using lining, interlining or full block fabric. The battens used may be aluminium or timber.

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

## Pre-requisite Unit

Not applicable.

## Unit Sector

Soft furnishing

## Elements and Performance Criteria

| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| 1. Prepare to construct Roman-style blinds | 1.1 | Identify job requirements from work order and supplier instructions, and confirm with required personnel |
| | 1.2 | Identify work health and safety (WHS) and personal protection requirements of blind construction process |
| | 1.3 | Identify, select and prepare required hardware, components, tools, and equipment based on work order, and check their |


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| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| | | safe and effective operation |
| | 1.4 | Identify required fabric and correct side, naps, direction of pattern and pattern matches, and check for flaws |
| | 1.5 | Select and thread suitable needle types for selected fabric |
| 2. Sew Roman-style blinds | 2.1 | Lay out work to be sewn according to workplace procedures |
| | 2.2 | Measure and mark out of fold and stitching lines for batten placement according to work order, workplace procedures, and quality requirements |
| | 2.3 | Hold fabric together, and support where required, according to workplace-approved methods |
| | 2.4 | Complete pre-batten machine sewing operations according to work order and workplace procedures |
| | 2.5 | Measure and check finished length and width of panels against work order, and adjust where required to meet quality requirements |
| | 2.6 | Insert batten pockets and fix according to workplace procedures |
| | 2.7 | Complete post-batten hems and corners, and trim threads |
| 3. Finalise construction of Roman-style blinds | 3.1 | Check that finished blind complies with quality and work order requirements, and rectify and report identified deficiencies within scope of own role |
| | 3.2 | Press work for next work stage and attach rings according to workplace procedures |
| | 3.3 | Protect finished work and dispatch to next process according to workplace procedures |
| | 3.4 | Clean work area and surfaces, and dispose of waste safely and sustainably according to workplace procedures |
| | 3.5 | Check and store tools and equipment, and tag and report faulty items according to workplace procedures |
| | 3.6 | Legibly complete and process required workplace |


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| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| | | documentation according to workplace procedures |

# Foundation Skills

| This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency. | |
|---|---|
| Numeracy skills to: | • interpret, discuss and use mathematical information in familiar work orders and workplace procedures<br>• complete measurements, calculate area and estimate material requirements |
| Oral communication skills to: | • communicate ideas and information to confirm work requirements and specifications and report work outcomes and problems:<br>  • speaking clearly<br>  • asking questions to gain information |
| Reading skills to: | • interpret routine workplace documentation, including:<br>  • WHS requirements and procedures<br>  • supplier instructions<br>  • workplace instructions, including job sheets, cutting lists, plans, drawings and designs |

# Unit Mapping Information

Release 1. No equivalent unit. Supersedes but is not equivalent to MSFSF3004 Construct Roman-style blinds.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSF3014 Construct Roman-style blinds

## Modification History

Release 1. No equivalent unit. Supersedes but is not equivalent to MSFSF3004 Construct Roman-style blinds.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements, performance criteria, and foundation skills of this unit, which must include the ability to:

- safely and correctly measure and construct at least two different types of Roman-style blinds to required size and accuracy that match work order requirements.

One of the above blinds must be for a bay window, box bay window or corner window.

Each blind must be a different size and use a different fabric type, design, nap and pattern direction.

One blind must use standard lining and interlining and one blind must use block-out fabric.

One blind must use aluminium back battens and one blind must use timber battens.

In the course of constructing each of the above blinds, the person must:

- interpret work order, and locate required specifications, tools and equipment
- identify fabrics to be used and any special sewing requirements
- apply safe lifting and handling requirements
- follow work instructions, safe operating procedures and inspection processes to:
  - minimise risk of injury to self and others
  - prevent damage to materials, tools, equipment and products
  - maintain required production output and product quality
  - use power tools safely
  - use personal protective equipment (PPE)
- use and dispose of waste sustainably
- identify and resolve routine problems and faults encountered
- avoid backtracking, work flow interruptions and wastage
- work with others, recognising dependencies and using cooperative approaches to optimise work flow and productivity.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:


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- features of work order and supplier instructions relating to the blind construction specified in the performance evidence, and how to identify and interpret key information
- emerging trends in constructing Roman-style blinds, including new materials and their associated energy ratings and fire retardant attributes
- work order requirements, and industry-accepted quality indicators and requirements, relating to blind-construction described in performance evidence:
  - safety considerations and potential dangers, including risks to health from repetitive actions and prevention strategies
  - identifying work process problems and resolving within scope of own role
  - blind construction requirements relating to:
    - headboard and track requirements
    - cutting patterns and sequences
    - measuring and marking out fold or stitching lines
    - lining and interlining
    - mounting style
    - number and widths of panels
    - required fasteners
    - seam allowances and types
    - widths and numbers of finished blinds
- work health and safety (WHS) regulations, standards, procedures, and practices specific to blind-construction described in performance evidence:
  - ergonomic criteria
  - controlling hazards and risks
  - eliminating hazardous materials and substances
  - using firefighting equipment and first aid equipment
  - using personal protective equipment:
    - hearing protection
    - protective clothing and head wear
    - respiratory protection
    - safety footwear
    - safety glasses and goggles
- workplace procedures relating to:
  - communication channels and protocols
  - manual handling, including lifting and carrying
  - identifying required fabric, equipment and processes
  - cutting and laying out work to be sewn:
    - laying out lining and interlining materials and folding ready for sewing
    - matching and securing lining material patterns
    - methods for checking pattern matching and maintaining finished length
    - keeping pattern matches uniform within drops and across matching sets of blinds
  - machine sewing operations that match quality and work requirements


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- inspecting fabric and finished blind
- responding to emergencies and evacuations
- tagging and reporting faulty tools and equipment
- disposing of waste safely and in an environmentally sustainable manner
- recycling and re-use guidelines
- using, cleaning, and storing tools and equipment
- recording and reporting blind construction information

- techniques for measuring, cutting, setting up and constructing blinds that:
  - comply with supplier instructions and manufacturer specifications
  - conform to quality requirements relating to:
    - even and appropriate seam stitch type, length and visibility
    - lining and interlining attachment to back of blind
    - required weights, stitch type and sewing method for hems
    - inserting and fixing batten pockets
    - end finishing
    - final length of finished blind
  - maximise the appearance of the finished work:
    - pattern matches
    - flat and straight seam lines
    - clean corners
    - secured beginning and end of threads
  - provide for economical use of labour and materials
- types of common fabric faults and problems that occur during blind construction, and how to avoid and respond
- types, characteristics, terminology, uses, design features and limitations of the following items required to construct the Roman-style blinds in performance evidence:
  - materials to be machined:
    - fasteners
    - headboard and track
    - interlining and curtain fabrics
    - lining
    - threads
  - power tools:
    - sewing machines
    - drills
    - pressing equipment
    - saws
    - staplers
  - hardware:
    - needle types suited to fabric used in the performance evidence


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    - aluminium and timber battens
- documentation requirements for blind construction described in performance evidence.

## Assessment Conditions

Assessment must occur in the workplace, or in a simulated environment that reflects workplace conditions and contingencies.

Access is required to:

- fabrics to construct blinds specified in the performance evidence
- sewing machine
- PPE applicable to job requirements
- WHS documentation specific to the construction
- tools and equipment specified in the knowledge evidence
- workplace documentation required for blind-construction process, including:
    - work orders
    - workplace procedures
    - equipment and supplier instructions, and manufacturer specifications.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSS3004 Install non-security and security screens and grilles

## Modification History

Release 1. No equivalent unit. Supersedes but is not equivalent to MSFSS3001 Install security screens and grilles

## Application

This unit of competency describes the skills and knowledge required to identify and install non-security and security screens and grilles according to job requirements. The unit involves planning job requirements, identifying required products to be installed and their measurements and fasteners, and applying workplace procedures to ensure safe and correct installation compliant with industry and Australian standards.

The unit applies to those installing non-security and security screens and grilles in residential and commercial environments on surfaces, including aluminium, concrete, masonry, steel and timber.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking non-security and security screens and grilles work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work (ASCC 2007)*.

## Pre-requisite Unit

Not applicable.

## Unit Sector

Non-security and security screens and grilles

## Elements and Performance Criteria

| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| 1. Prepare for installation of non-security and security screens and grilles | 1.1 | Identify job and product requirements from work order and supplier instructions, and confirm with required personnel |
| | 1.2 | Complete check measure on site and document required product specifications, and specific access and installation requirements |


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| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| | 1.3 | Identify work health and safety (WHS) and personal protection requirements of installation |
| | 1.4 | Identify and select required screens and grilles, tools and equipment based on work order, and check their safe and effective operation according to manufacturer specifications |
| | 1.5 | Plan logical, safe and efficient work sequence that reflects work order |
| 2. Install non-security and security screens and grilles | 2.1 | Set up required product, materials and equipment in line with work instructions and manufacturer specifications |
| | 2.2 | Prepare installation opening for screens and grilles |
| | 2.3 | Insert and fasten security screens and grilles and install locking mechanism according to work order and manufacturer specifications |
| | 2.4 | Test installed screens and grilles for correct operation within limits of normal operation, and adjust and repair performance problems in line with own level of responsibility |
| 3. Finalise installation | 3.1 | Check that completed work complies with quality and work order requirements, and rectify identified deficiencies within scope of own role |
| | 3.2 | Clean work area and surfaces, and dispose of waste safely and sustainably according to workplace procedures |
| | 3.3 | Identify and store surplus unused items for re-use and recycling according to workplace procedures |
| | 3.4 | Check tools and equipment, and tag and report faulty items according to established workplace procedures |
| | 3.5 | Clean and store remaining tools and equipment according to workplace procedures |
| | 3.6 | Advise customer on correct operation and maintenance of screens and grilles |
| | 3.7 | Legibly complete and process workplace documentation according to workplace requirements |


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# Foundation Skills

| This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency. | |
|---|---|
| Numeracy skills to: | • interpret, discuss and use mathematical information in work orders, job sheets, cutting lists, plans, drawings and designs<br>• use a blend of 'in the head' and formal methods and tools to estimate and measure materials and installation spaces, including factoring in required tolerances |
| Oral communication skills to: | • confirm installation requirements and specifications, and report work outcomes and problems:<br>  • speaking clearly<br>  • applying effective listening techniques<br>  • asking questions to gain information |
| Reading skills to: | • interpret routine workplace documentation, including work orders, WHS requirements and safety procedures, basic plans and workplace installation procedures |

# Unit Mapping Information

Release 1. No equivalent unit. Supersedes but is not equivalent to MSFSS3001 Install security screens and grilles

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSS3004 Install non-security and security screens and grilles

## Modification History

Release 1. No equivalent unit. Supersedes but is not equivalent to MSFSS3001 Install security screens and grilles

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements, performance criteria, and foundation skills of this unit, which must include the ability to:

- safely and correctly install the following in line with legislative requirements, industry and Australian standards requirements, and workplace procedures:
  - one hinged security screen door
  - one sliding security screen door
  - one internal or external fixed window grille above ground level in a residential or commercial building, demonstrating the safe and correct use of lifting and safety equipment
  - one emergency egress security screen
  - one non-security screen in any opening or building type.

In the course of each of the above installations, the person must:

- interpret work order and locate and use materials, tools and equipment required for the installation
- apply safe lifting and handling procedures
- demonstrate safe and correct use of safety equipment
- follow work instructions and safe operating procedures to:
  - minimise risk of injury to self and others
  - prevent damage to site, tools, equipment and products
  - maintain required production output and quality
  - use and maintain hand and power tools safely
  - use personal protective equipment (PPE)
  - use and dispose of waste sustainably
  - avoid backtracking, work flow interruptions and wastage
  - identify and resolve routine problems and faults encountered
  - work with others, by recognising dependencies and using cooperative approaches to optimise work flow and productivity


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# Knowledge Evidence

There must be evidence the candidate has knowledge of:

- features of installation work orders and instructions relating to the types of non-security and security screens and grilles in the performance evidence, and how to identify and interpret key information
- work order requirements, and industry-accepted quality indicators and requirements, relating to installations described in performance evidence:
  - safety considerations and potential dangers associated with incorrect installation
  - consumer product safety standards and requirements
  - instructions for removing existing screens and grilles and installing replacement screens and grilles, including caveats on operational requirements
- key requirements of legislation, regulations, standards and codes of practice relevant to the full range of processes required to install the non-security and security screens and grilles:
  - Australian standards and National Construction Code requirements for individual installers:
    - bushfire attack levels
    - fire attenuation
    - cyclone protection
    - fall prevention
  - requirements specific to installation described in performance evidence
- operation and maintenance requirements of non-security and security screens and grilles in performance evidence
- emerging trends in installing non-security and security screens and grilles
- work health and safety (WHS) procedures, practices and regulations specific to installations described in performance evidence:
  - controlling hazards and risks
  - eliminating hazardous materials and substances
  - using firefighting equipment and first aid equipment
  - operating lifting equipment
  - using safety and personal protective equipment
- workplace procedures relating to:
  - communicating work requirements
  - accessing and inspecting installation sites
  - manual handling, including lifting and carrying
  - installing and securing non-security and security screens and grilles
  - tagging and reporting faulty tools and equipment
  - disposing of waste safely and in an environmentally sustainable manner
  - recycling and re-use guidelines
  - cleaning and storing tools and equipment
  - storing surplus unused items


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    - recording and reporting installation information:
        - installation completion and equipment faults and malfunctions
        - hazards and incidents
        - outcomes of inspection
        - lock type and location of combination and keys
        - operating limitations and requirements of installed product
        - quality outcomes
- techniques for installing and securing screens and grilles described in performance evidence, including:
    - into openings made of the following materials:
        - aluminium
        - concrete
        - masonry
        - plasterboard
        - steel
        - timber
    - preparing installation position for screens and grilles
        - removing existing screens and grilles
        - assessing suitability of jamb for screen and grille frames to be installed
        - making adjustments to existing jambs
        - safely and securely positioning screen and grille frames
        - preparing for locking mechanism
    - identifying and resolving installation and operational problems:
        - new installation problems
        - problems associated with existing opening and products in place
    - installing and securing that:
        - conform to quality requirements
        - conform to standard building practices
        - comply with supplier instructions and manufacturer specifications
        - maximise the appearance of the finished work
        - provide for economical use of materials and labour
- mathematical methods for estimating and measuring materials and installation spaces, including factoring in required tolerances
- types of common problems that occur during installation, and how to avoid and respond
- types, characteristics, terminology of, uses, maintenance and limitations of the following items required for the installations described in performance evidence:
    - products and materials specific to screen and grille installation:
        - securing products, including DynaBolts, masonry anchors, nails, nuts and bolts, screws and rivets
        - hardware, including tabs, locks, rollers and hinges


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- tools and equipment:
  - hand tools, including hammers, screwdrivers, tape measures, squares, chisels and files
  - power tools, including power drills
  - equipment, including ladders, safety barricades, cones, signs, lifting equipment and scaffolding
- documentation requirements for installation work described in performance evidence.
-

## Assessment Conditions

Assessment must occur in the workplace, or in a simulated environment that reflects workplace conditions and contingencies.

Access is required to tools, materials, equipment and specifications for the installation described in the performance evidence above, including:

- non-security and security screens and grilles to be installed
- locations requiring installation specified in the performance evidence
- PPE applicable to job requirements
- WHS documentation specific to the installations in the performance evidence
- tools and equipment specified in the knowledge evidence
- workplace documentation required for installations in the performance evidence, including:
  - work orders
  - job sheets, cutting lists, plans, drawings and designs
  - legislative and workplace requirements and procedures specified in the knowledge evidence
  - supplier instructions and manufacturer specifications.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSS3005 Assemble non-security and security screens and grilles

## Modification History

Release 1. No equivalent unit. Supersedes but is not equivalent to MSFGG2010 Fabricate and install insect and security screens

## Application

This unit of competency describes the skills and knowledge required to measure and assemble non-security and security screens and window grilles and their components. It involves following workplace procedures that comply with the requirements of industry and Australian standards.

The unit applies to those assembling non-security and security screens and grilles for residential and commercial environments. The screens and grilles may be for hinged and sliding door and window openings, and for emergency egress.

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

## Pre-requisite Unit

Not applicable.

## Unit Sector

Non-security and security screens and grilles

## Elements and Performance Criteria

| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| 1. Prepare to assemble non-security and security screens and grilles | 1.1 | Identify job requirements from work instructions and select work method for assembling screens and grilles |
| | 1.2 | Calculate quantity of required materials and prepare cutting list from plans, work instructions and measurements of opening to suit type of screen or grille to be installed |
| | 1.3 | Select fittings, fixings, joining devices and materials, and |


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| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| | | tools and equipment to meet job requirements |
| | 1.4 | Check safe and effective operation of tools and equipment according to manufacturer specifications |
| | 1.5 | Plan work sequence to suit job requirements and workplace procedures |
| | 1.6 | Check size, quantity, finish and profile of screen and grille components against work order |
| 2. Assemble non-security and security screens and grilles | 2.1 | Measure and mark materials according to cutting list requirements and to maximise economical use |
| | 2.2 | Cut materials according to cutting list requirements and workplace procedures |
| | 2.3 | Assemble components of screens and grilles in line with work health and safety (WHS) requirements and job requirements, industry standards and workplace procedures |
| | 2.4 | Fasten fittings to screens and grilles according to workplace procedures |
| | 2.5 | Identify and report non-routine problems to designated personnel according to workplace procedures |
| 3. Finalise assembly | 3.1 | Check that assembled product complies with quality and work instruction requirements, and rectify identified deficiencies within scope of own role |
| | 3.2 | Clean work area and surfaces, and dispose of waste safely and sustainably according to workplace procedures |
| | 3.3 | Identify and store surplus unused materials for re-use and recycling according to workplace procedures |
| | 3.4 | Check tools and equipment, and tag and report faulty items according to workplace procedures |
| | 3.5 | Clean and store remaining tools and equipment according to workplace procedures |
| | 3.6 | Legibly complete and process required workplace documentation according to workplace requirements |


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# Foundation Skills

| This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency. | |
|---|---|
| Numeracy skills to: | • interpret, discuss and use mathematical information in familiar work orders, cutting lists, and basic plans, drawings and designs<br>• use mathematical ideas and techniques to complete measurements, calculate area and estimate material requirements |
| Reading skills to: | • interpret routine workplace documentation, including:<br>  • WHS requirements<br>  • workplace assembly procedures<br>  • routine work instructions, including work orders, cutting lists, and basic plans, drawings and designs |

# Unit Mapping Information

Release 1. No equivalent unit. Supersedes but is not equivalent to MSFGG2010 Fabricate and install insect and security screens

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSS3005 Assemble non-security and security screens and grilles

## Modification History

Release 1. No equivalent unit. Supersedes but is not equivalent to MSFGG2010 Fabricate and install insect and security screens

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements, performance criteria, and foundation skills of this unit, which must include the ability to:

- prepare and assemble the following in line the requirements of industry and Australian standards and workplace procedures:
  - one hinged security screen door in a residential or commercial building
  - one sliding security screen door in a residential or commercial building
  - one fixed window grille above ground level in a residential or commercial building, demonstrating the safe and correct use of safety and lifting equipment
  - one emergency egress security screen in a residential building
  - one non-security screen in any opening or building type.

In assembling the suite of non-security and security screens and grilles, the candidate must also demonstrate the ability to:

- interpret work order and locate and use materials, tools and equipment required for the assembly
- measure for windows and doors, and identify and select product materials to be used
- correctly select component hardware and fittings required for assembly:
  - door closures
  - hinges
  - lock guards
  - guides and lock mechanisms that comply with Australian Standards
  - wheels
- assemble screen and grille frame and components, optimising materials, and cutting, tooling, drilling and crimping in compliance with Australian standards
- apply safe lifting and handling procedures
- follow work instructions and safe operating procedures and inspection procedures to:
  - minimise risk of injury to self and others
  - prevent damage to site, tools equipment and products
  - maintain required production output and product quality
  - use hand and power tools safely


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  - use personal protective equipment (PPE)
  - use and dispose of waste sustainably
- identify and resolve routine problems and faults encountered
- avoid backtracking, work flow interruptions and wastage

# Knowledge Evidence

There must be evidence the candidate has knowledge of:

- features of assembly work orders relating to the performance evidence, and how to identify and interpret key information
- work instruction requirements, and industry-accepted quality indicators and requirements, relating to the assembly described in performance evidence:
  - key requirements of industry and Australian standards
  - work flow requirements
  - safety considerations and potential dangers associated with incorrect assembly
  - pattern and plan to be followed in assembly
- operation of range of non-security and security screens and grilles in performance evidence
- work health and safety (WHS) procedures, practices and regulations specific to assembly described in performance evidence:
  - controlling hazards and risks
  - eliminating hazardous materials and substance
  - using personal protective equipment:
    - aprons and overalls
    - gauntlets
    - gloves
    - hard hats
    - safety footwear
    - safety glasses
- workplace procedures relating to:
  - identifying equipment, processes and procedures to use when assembling non-security and security screens and grilles
  - calculating quantities of required materials:
    - from plans and work instructions
    - by measuring screen opening
  - manual handling, including lifting and carrying
  - safely assembling screens and grilles
  - reporting non-routine problems
  - tagging and reporting faulty tools and equipment
  - disposing of waste safely and in an environmentally sustainable manner
  - recycling and re-use guidelines


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    - cleaning and storing tools and equipment
    - storing surplus unused items
    - recording and reporting assembly information
- techniques for assembling non-security and security screens and grilles described in performance evidence that include processes that:
    - conform to quality requirements
    - comply with supplier instructions and manufacturer specifications
    - maximise the appearance of the finished work
    - provide for economical use of materials and labour
- types, characteristics, terminology of, uses, maintenance and limitations of the following items required for the assembly described in performance evidence:
    - framing material and in-fill material
    - tools and equipment:
        - assembly benches
        - bolt cutters or mechanical shears
        - copy routers
        - crimpers
        - drop and up-cut saws
        - electric and pneumatic powered drills and screwdrivers
        - end millers
        - fly screen spline rollers
        - knives
        - pneumatic and manual presses
        - pop rivet guns
        - soft rubber mallets
        - stamping and notching tools
    - materials:
        - anti-jemmy protection hardware
        - corner stakes
        - extruded door framing
        - fittings, fixing and fasteners, including screws and pop rivets
        - fly mesh
        - heavy-duty security mesh
        - interlocks
- uses of non-security and security screen and grille products produced

# Assessment Conditions

Assessment must occur in the workplace, or in a simulated environment that reflects workplace conditions and contingencies.


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Access is required to tools, materials, equipment and specifications for the assembly work described in the performance evidence above, including:

- non-security and security screens, grilles and work areas specified in the performance evidence requiring assembly
- PPE applicable to job requirements
- WHS documentation specific to the assembly
- materials required in the assembly of screens and grilles:
  - aluminium or other framing material
  - aluminium or other sheeting
  - fittings, fixing and fasteners
- tools and equipment specified in the knowledge evidence
- workplace documentation required for each assembly, including:
  - work orders, customer orders, job cards and work quotations
  - workplace procedures specified in the knowledge evidence
  - supplier instructions and manufacturer specifications

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# AHCLSC308 Install metal structures and features

## Modification History

| Release | Comments |
|---|---|
| Release 2 | This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0. |
| Release 1 | This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0. |

## Application

This unit of competency describes the skills and knowledge required to install metal structures and features as a component of landscape project works.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

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

## Pre-requisite Unit

Nil

## Unit Sector

Landscape (LSC)

## Elements and Performance Criteria

| Elements | Performance criteria |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Plan and prepare work | 1.1 Interpret plans and specifications |


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| **Elements** | **Performance criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.2 Check the quantity and quality of materials<br>1.3 Select tools and equipment and check for serviceability<br>1.4 Identify hazards, assess risks and implement controls<br>1.5 Select and use personal protective equipment (PPE) |
| 2. Set out the site for the structure | 2.1 Determine and locate services<br>2.2 Mark out the position of the structure or feature<br>2.3 Establish profiles to conform to nominated tolerances<br>2.4 Excavate and prepare footings according to the type of structure to be erected |
| 3. Prepare and cut metal components | 3.1 Lay components out for assembly<br>3.2 Mark the length of components and the positions of joins<br>3.3 Cut, check and join components in preparation for joining and assembly |
| 4. Assemble and erect structure | 4.1 Fix, join or assemble metal components into position and fix into place<br>4.2 Install remaining components and fix into position<br>4.3 Finish off structure to ensure all components are secure and complete<br>4.4 Apply coatings |
| 5. Check quality of work and clean-up site | 5.1 Inspect the quality of finished works to ensure they have met the required drawings and specifications standards<br>5.2 Clean debris from structure and site<br>5.3 Remove and dispose of all debris in a manner that minimises risk to the environment<br>5.4 Store unused metal components for future re-use<br>5.5 Clean, maintain and store tools and equipment |


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# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

| **Code and title current version** | **Code and title previous version** | **Comments** | **Equivalence status** |
|---|---|---|---|
| AHCLSC308 Install metal structures and features Release 2 | AHCLSC308 Install metal structures and features Release 1 | Minor typographical error corrected | Equivalent unit |

# Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72


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# Assessment Requirements for AHCLSC308 Install metal structures and features

## Modification History

| Release | Comments |
|---|---|
| Release 2 | This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0. |
| Release 1 | This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0. |

## Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- plan and prepare metal structures and features using plans and specifications
- mark out sites for metal structures and features using design drawings and specifications
- use surveying instruments
- establish levels and prepare footings
- excavate footings
- estimate quantities
- use power tools efficiently and safely
- measure and mark lengths of metal components
- fix, join or assemble metal components using a variety of recognised methods
- apply a variety of surface finishes.

## Knowledge Evidence

The candidate must demonstrate knowledge of:

- the principles and practices of installing metal structures and features
- levelling principles and techniques
- footings for metal structures and their construction methods.


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# Assessment Conditions

Assessors must satisfy current standards for RTOs.

# Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72


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# AHCLSC321 Install metal structures and features

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 7.0. |

## Application

This unit of competency describes the skills and knowledge required to install metal structures and features as a component of landscape project works, including preparing for work, setting out site, preparing and cutting metal components, assembling and erecting structure, checking and cleaning up site.

The unit applies to individuals who install metal structures and features under broad direction, and take responsibility for their own work and for the quality of the work of others.

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

## Pre-requisite Unit

Nil

## Unit Sector

Landscape (LSC)

## Elements and Performance Criteria

| Elements | Performance Criteria |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Plan and prepare work | 1.1 Interpret site plans and specifications<br>1.2 Identify potential hazards and risks, and implement safe working practices to manage risks<br>1.3 Check quantity and quality of materials<br>1.4 Select tools and equipment required for installation work and |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | check for serviceability<br>1.5 Select, fit, use and maintain personal protective equipment (PPE) applicable to the task |
| 2. Set out the site for the structure | 2.1 Determine, locate and mark out services from site plan<br>2.2 Mark out position of structure or feature<br>2.3 Establish profiles to conform to nominated tolerances<br>2.4 Excavate and prepare footings according to type of structure to be erected |
| 3. Prepare and cut metal components | 3.1 Lay components out for assembly<br>3.2 Mark the length of components and positions of joins<br>3.3 Cut, check and join components in preparation for joining and assembly |
| 4. Assemble and erect structure | 4.1 Fix, join or assemble metal components into position and fix into place<br>4.2 Install remaining components and fix into position<br>4.3 Finish off structure to ensure all components are secure and complete<br>4.4 Apply coatings |
| 5. Check quality of work and clean-up site | 5.1 Inspect quality of finished works to ensure required standard has been achieved<br>5.2 Clean debris from structure and site<br>5.3 Dispose of or recycle waste material from site<br>5.4 Store unused metal components for future re-use<br>5.5 Clean, maintain and store tools and equipment<br>5.6 Identify and report unserviceable tools and equipment according to workplace procedures |


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# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

| Skill | Description |
|---|---|
| Oral communication | Use clear language and industry standard terminology to report tool and equipment unserviceability |

# Unit Mapping Information

| Code and title current version | Code and title previous version | Comments | Equivalence status |
|---|---|---|---|
| AHCLSC321 Install metal structures and features | AHCLSC308 Install metal structures and features | Minor changes to application<br>Minor changes to performance criteria<br>Foundation skills added<br>Assessment requirements updated | Equivalent |

# Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72


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# Assessment Requirements for AHCLSC321 Install metal structures and features

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 7.0. |

## Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has installed metal structures or features on at least two occasions and has:

- interpreted site plans and specifications
- applied workplace health and safety requirements, including fitted and used personal protective equipment (PPE)
- estimated quantities
- selected, used and maintained tools and equipment required for installation of metal structures and features
- planned and prepared metal structures and features using site plans and specifications
- marked out a site for metal structures and features according to design drawings and specifications
- used surveying instruments
- established levels and prepare footings
- excavated footings
- measured and marked lengths of metal components
- used power tools efficiently and safely
- fixed, joined or assembled metal components
- applied surface finishes
- checked quality of work and cleaned up site
- reported unserviceable tools and equipment.

## Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and practices of installing metal structures and features, including:


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    - levelling principles and techniques
    - footings for metal structures and their construction methods
    - metal structure and component fixing, cutting, joining and assembly methods and hardware products
    - use of hand and power tools relevant to metal structures and features
    - surface finishes
- workplace requirements applicable to health and safety in the workplace for installation of metal structures and features, including appropriate use of PPE.

## Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
    - a workplace setting or an environment that accurately represent workplace conditions
- resources, equipment and materials:
    - workplace procedures applicable to installing metal structures and features
    - materials, tools and equipment applicable to installing metal structures and features
    - PPE applicable to installing metal structures and features
- specifications:
    - workplace requirements applicable to health and safety in the workplace for installing metal structures and features
    - site plans, design drawings and specifications applicable to installing metal structures and features
- timeframes:
    - according to job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72


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# BSBADM311 Maintain business resources

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Application

This unit describes the skills and knowledge required to determine, administer and maintain resources and equipment to complete a variety of tasks.

It applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of business resources and their basic maintenance to provide technical advice and support to a team.

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

## Unit Sector

Administration – General Administration

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1 Advise on resource requirements | 1.1 Calculate estimates of future and present business resource needs in accordance with organisational requirements<br>1.2 Ensure advice is clear, concise and relevant to achieve organisational requirements<br>1.3 Provide information on the most economical and effective choice of equipment, materials and suppliers |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 1.4 Identify resource shortages and possible impact on operations |
| 2 Monitor resource usage and maintenance | 2.1 Ensure resource handling is in accordance with established organisational requirements including occupational health and safety requirements<br>2.2 Use business technology to monitor and identify the effective use of resources<br>2.3 Use consultation with individuals and teams to facilitate effective decision-making on the appropriate allocation of resources<br>2.4 Identify and adhere to relevant policies regarding resource use in the performance of operational tasks<br>2.5 Routinely monitor and compare resource usage with estimated requirements in budget plans |
| 3 Acquire resources | 3.1 Ensure acquisition and storage of resources is in accordance with organisational requirements, is cost effective, and consistent with organisational timelines<br>3.2 Acquire resources within available timelines to meet identified requirements<br>3.3 Review resource acquisition processes to identify improvements in future resource acquisitions |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Reading | 1.1, 1.4, 2.4, 2.5, 3.3 | • Identifies and interprets information from a range of sources, including organisational policies and procedures |
| Writing | 1.1, 1.3, 2.2, 2.5, 3.3 | • Uses clear and succinct language and appropriate layout to provide information, advice and support materials |
| Oral Communication | 1.2, 1.3, 2.3 | • Presents information or advice choosing language appropriate to the context and needs of the audience<br>• Uses active listening and questioning to confirm |


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| | | |
|---|---|---|
| | | understanding |
| Numeracy | 1.1, 1.3, 1.4, 2.2, 2.4, 2.5, 3.1-3.3 | • Selects and uses appropriate tools to aid with estimation and other resource assessment requirements<br>• Uses a combination of mainly informal and some formal written mathematical equations to represent the outcomes of the resource allocation process |
| Navigate the world of work | 1.1, 1.2, 2.1, 2.4, 3.1, 3.2 | • Takes some personal responsibility for adherence to organisational procedures and protocols |
| Interact with others | 2.3 | • Uses collaborative techniques to engage personnel in consultations and negotiations |
| Get the work done | 1.1, 1.3, 1.4, 2.2, 2.5, 3.3 | • Plans a range of routine tasks and required resources, accepting goals and aiming to achieve them within allocated timeframes<br>• Recognises and takes responsibility for addressing predictable problems in familiar work contexts<br>• Follows routine procedures for using digital technology to enter, store and retrieve information directly relevant to role<br>• Understands the purpose and some specific functions of some common digital tools used in work contexts<br>• Evaluates effectiveness of decisions in terms of how well they met stated goals |

# Unit Mapping Information

| **Code and title current version** | **Code and title previous version** | **Comments** | **Equivalence status** |
|---|---|---|---|
| BSBADM311 Maintain business resources | BSBADM311A Maintain business resources | Updated to meet Standards for Training Packages | Equivalent unit |

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBADM311 Maintain business resources

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- collect and record data on resource use
- observe resource use over defined and operational timeframes
- perform routine resource maintenance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list the key provisions of relevant legislation
- identify the organisational resource acquisition policies, plans and procedures
- identify the organisational procedures for record keeping/filing systems, security and safe recording practices.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the general administration field of work and include access to office equipment and resources.

Assessors must satisfy NVR/AQTF assessor requirements.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBCRT311 Apply critical thinking skills in a team environment

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes skills and knowledge required to apply critical thinking skills to generate solutions to workplace problems in a team environment.

The unit applies to individuals who are required to develop and extend their critical and creative thinking skills to different issues and situations. These individuals apply a range of problem solving, evaluation and analytical skills resolve workplace issues within a team context.

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

## Unit Sector

Critical Thinking & Problem Solving – Critical Thinking

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare to address workplace problem | 1.1 Identify and select workplace problem to address within scope of job role of team members<br>1.2 Identify organisational and legislative frameworks applicable to selected problem<br>1.3 Develop questions to identify key issues and challenges of selected problem<br>1.4 Consult key stakeholders using questions to gather information on selected problem |
| 2. Evaluate solutions for workplace problem | 2.1 Identify a range of critical thinking techniques to generate solutions to selected problem |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 2.2 Develop solutions using knowledge and experience of team members<br>2.3 Explain development process for individual solutions generated to team members<br>2.4 Apply agreed criteria for selecting most suitable option in consultation with team members<br>2.5 Critically evaluate solutions generated and select solution to be implemented |
| 3. Finalise and review solution development process | 3.1 Present solution to relevant stakeholders with explanation of critical thinking processes involved<br>3.2 Respond to challenges and questions from stakeholders<br>3.3 Evaluate critical thinking processes with team members and using feedback received<br>3.4 Identify critical thinking learnings to apply to individual and team situations |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| Skill | Description |
|---|---|
| Learning | • Uses questioning as a strategy to expand knowledge<br>• Reflects on existing thinking and current practices to generate new ideas |
| Oral communication | • Participates in a verbal exchange of ideas and elicits the view and opinions of others by listening and questioning |
| Reading | • Comprehends textual information and integrates ideas and concepts from various sources |
| Writing | • Documents observations and experiences related to problem solving |
| Teamwork | • Collaborates with others to test, strengthen and explore new ideas and different ways of thinking |

# Unit Mapping Information

No equivalent unit. Supersedes but is not equivalent to BSBCRT301 Develop and extend critical and creative thinking skills.


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# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBCRT311 Apply critical thinking skills in a team environment

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- generate and present solutions to a workplace problem on at least two occasions.

In the course of the above, the candidate must:

- identify and analyse workplace problems as part of a team
- develop questions on key challenges of a chosen problem
- consult relevant stakeholders to gather information on workplace problem
- use a range of creative thinking techniques as part of a team to generate ideas or responses to questions or issues
- use critical thinking processes to develop relevant questions and criteria for identified workplace issue
- present to relevant stakeholders and respond to answers
- assess feedback to identify key personal and team learnings.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisational and legislative frameworks
- advantages of different perspectives when asking questions
- critical thinking techniques
- applicable criteria to assess potential solutions to workplace issue
- boundaries to be considered when generating ideas and responses
- methods to develop individual critical and creative thinking skills.


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# Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to specific challenges and situations to which critical and creative thinking may be applied to workplace problems as part of a team.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBCRT412 Articulate, present and debate ideas

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to articulate, present and debate ideas in a work or broader life context using creative techniques in order to provoke response, reaction and critical discussion.

The unit applies to individuals who contribute and present ideas that may be complex in nature and may relate to new products, services, processes or creative works. These individuals are required to communicate ideas persuasively.

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

## Unit Sector

Critical Thinking & Problem Solving – Critical Thinking

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Establish framework for communication | 1.1 Assess purpose of, and audience for communication according to task requirements<br>1.2 Evaluate advantages and disadvantages of various methods of communication according to task requirements<br>1.3 Research organisational or legislative frameworks applicable to communication |
| 2. Develop ideas for communication | 2.1 Assess persuasive communication techniques against objectives of communication<br>2.2 Identify specific ways to provoke and encourage response in individuals or groups in consultation with others |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 2.3 Consider potential communication challenges and strategies for mitigation<br>2.4 Research and document selected key ideas for presentation according to objectives of communication |
| 3. Debate and discuss ideas | 3.1 Present substantiated communication to audience<br>3.2 Facilitate conversations that challenge existing, and explore new, approaches to idea generation<br>3.3 Respond to questions about communication with relevant information<br>3.4 Use feedback to refine communication |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| Skill | Description |
|---|---|
| Oral communication | • Articulates ideas and requirements clearly and creatively using techniques appropriate to audience and environment<br>• Participates in a verbal exchange of ideas and elicits the view and opinions of others by listening and questioning<br>• Uses a range of persuasive responses and makes comparisons which show an understanding of topics and concepts |
| Writing | • Presents clearly written formats, drawing on a range of communication practices to achieve goals |
| Initiative and enterprise | • Identifies opportunities to develop and apply new ideas and select ideas for implementation<br>• Identifies key themes and ideas to be explored and identifies ways to respond to and use diverse perspectives |
| Technology | • Uses features and functions of digital tools and technologies to store and present information |

# Unit Mapping Information

Supersedes and is equivalent to BSBCRT401 Articulate, present and debate ideas.


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# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBCRT412 Articulate, present and debate ideas

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- facilitate a discussion and debate on ideas with at least two different audience types.

In the course of the above, the candidate must:

- evaluate the purpose, audience and legislative and organisational frameworks applicable to task
- identify and analyse methods to elicit responses from audiences in consultation with others
- identify challenges to communication of ideas for mitigation
- research selected ideas for presentation
- adopt persuasive communication techniques
- participate actively in presentation and critical discussion of ideas
- respond constructively to presentation feedback
- use feedback to further refine developed communication.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- ways in which individuals receive and respond to ideas and information, and factors that influence response
- advantages and disadvantages of various methods of communication
- organisational or legislative frameworks applicable to subject or format of communication
- key features of persuasive communication techniques, including storytelling
- methods of researching ideas including:
  - desktop research
  - consultation with relevant experts
- common techniques to tailor comments to audiences.


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## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to opportunities to present, discuss and debate ideas with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBCRT413 Collaborate in creative processes

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to engage in a creative process and reflect on own role in the process.

The unit applies to individuals who are working in creative industries, as well as those involved in broader business and community activities where creative team effort is highly valued.

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

## Unit Sector

Critical Thinking & Problem Solving – Critical Thinking

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Enter into a collaborative creative process | 1.1 Identify individual and group responsibilities according to task requirements<br>1.2 Identify legislative and organisational frameworks applicable to task<br>1.3 Identify expectations of collaborative process and task outcome with team<br>1.4 Confirm channels to communicate with team |
| 2. Engage in a collaborative creative process | 2.1 Develop action plan for collaboration<br>2.2 Establish solutions according to task requirements in collaboration with team |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 2.3 Provide constructive feedback on the ideas of others<br>2.4 Support team members to meet task requirements |
| 3. Reflect on own role in the collaborative creative process | 3.1 Reflect on personal level of participation, relationships with others and personal behaviour in the collaborative process<br>3.2 Seek feedback from others on personal contribution and participation<br>3.3 Identify methods and opportunities to improve collaborative skills |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| Skill | Description |
|---|---|
| Learning | • Reflects on processes and outcomes and identifies some key principles that may be relevant in future situations |
| Oral communication | • Presents ideas clearly using language and features suitable to diverse audiences<br>• Uses listening and questioning techniques to elicit the views and opinions or others and to confirm understanding<br>• Actively identifies the requirements of important communication exchanges, selecting appropriate channel, format, tone and content to suit purpose and audience |
| Writing | • Notes comments, suggestions and ideas for own use |
| Teamwork | • Looks for ways of establishing connections and building genuine understanding with a diverse range of people<br>• Responds to and uses diverse perspectives to enrich the creative process<br>• Contributes to creating a climate where people feel comfortable to suggest, explore, adapt and adopt new ideas as a regular part of work life |
| Problem-solving | • Uses problem-solving skills to evaluate and challenge ideas and move towards solutions |
| Self-management | • Reflects on personal values, behaviours and assumptions and considers how these might be perceived by others |


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# Unit Mapping Information

Supersedes and is equivalent to BSBCRT402 Collaborate in a creative process.

Supersedes but is not equivalent to BSBCRT403 Explore the history and social impact of creativity.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBCRT413 Collaborate in creative processes

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- collaborate in a creative process on at least two occasions.

In the course of the above, the candidate must:

- contribute to a collaborative creative process in a way that generates, expands and develops ideas into a well-conceived solution
- develop an action plan with team according to task requirements
- evaluate and seek feedback on own role in the collaborative process
- identify and act on ways to enhance own ability to contribute effectively to a collaborative creative process.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legal framework that applies to the collaboration of creative process
- methodologies for creative idea generation and refinement
- features of trustworthy and ethical behaviour in the context of creative endeavours
- various roles individuals may play in a collaborative creative process and how these roles contribute to the overall effort
- strategies to develop teamwork in a collaborative creative process
- components of team action plan including:
  - task requirements
  - timelines
  - delegation of responsibilities
- techniques for maximising the potential for creativity in a team.


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# Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- a team of people in a collaborative creative process.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBCRT512 Originate and develop concepts

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to originate and develop concepts for products, programs, processes or services to an operational level.

The unit applies to individuals who develop concepts for any business or community activity or process. This may include marketing and advertising campaigns, staff development programs, information technology and communication systems, radio and television programs and entertainment events. These individuals operate with a high degree of autonomy and also collaborate with others to generate ideas and refine concepts for implementation.

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

## Unit Sector

Critical Thinking & Problem Solving – Critical Thinking

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Scope issue | 1.1 Select issue to be explored in consultation with relevant personnel<br>1.2 Assess possible solutions to business issue and identify restrictions according to job role and organisational policy<br>1.3 Research information on possible solutions to identified issue<br>1.4 Assess factors affecting viability of possible solutions |
| 2. Generate and present solutions | 2.1 Brainstorm ideas for addressing issue<br>2.2 Evaluate ideas against identified factors affecting viability<br>2.3 Compare ideas with best practice examples of similar products |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | or programs or processes or services<br>2.4 Select and present a solution in relevant format to stakeholders |
| 3. Refine solutions for implementation | 3.1 Seek feedback on ideas from stakeholders<br>3.2 Respond to questions with substantiated answers<br>3.3 Document feedback according to organisational requirements<br>3.4 Refine and finalise solution according to task requirements |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| Skill | Description |
|---|---|
| Learning | • Reflects and evaluates methods used to develop concepts and seeks ways to improve<br>• Actively elicits views and opinions of others to develop and refine ideas |
| Oral communication | • Expresses thoughtful and challenging opinions using engaging language and non-verbal features<br>• Elicits views and information from others using a range of active listening and questioning techniques |
| Reading | • Interprets and evaluates a range of complex information |
| Writing | • Documents findings and ideas using language and structure to suit the purpose<br>• Prepares proposals and plans for relevant stakeholders incorporating appropriate vocabulary and grammatical structures |
| Teamwork | • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction and influencing direction<br>• Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information |
| Planning and organising | • Uses systematic, analytical processes in complex, non-routine situations to gather and evaluate possible concepts, and select the most appropriate concept for development<br>• Monitors outcomes, considering results from a range of perspectives and identifying key concepts and principles that may be adaptable to future situations |


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| Skill | Description |
|---|---|
| Technology | • Uses main features and functions of digital tools to complete work tasks and access information |

# Unit Mapping Information

Supersedes and is equivalent to BSBCRT501 Originate and develop concepts.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBCRT512 Originate and develop concepts

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop, refine and implement a solution to address a workplace issue on at least one occasion.

In the course of the above, the candidate must:

- consult with stakeholders to identify workplace issue to be addressed within scope of job role and organisational policy
- generate potential ideas that provide innovative solutions to identified issues
- evaluate viability of ideas
- present ideas and information to others and reflect on responses
- refine chosen solution in response to feedback.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- creative thinking techniques to generate innovative solutions to issues
- existing products, programs, processes or services to address selected issue
- factors affecting viability of possible solutions including:
  - commercial potential
  - suitability for the target audience or purpose
  - feasibility of implementing solution
- issues and requirements to commercialise the concept
- practical and operational issues to be considered in specific work or community context
- practical and operational issues that determine whether a concept can be implemented
- techniques for generating creative ideas and solutions, and for translating them into workable concepts.


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# Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- background information required to evaluate the operational factors that will affect the implementation of concepts
- opportunities to collaborate with others throughout the concept development process.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBCUE304 Provide sales solutions to customers

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Application

This unit describes the skills and knowledge required to process sales enquiries requiring complex solutions, and to follow up to ensure customer satisfaction.

It applies to individuals who apply a broad range of competencies in a varied work context, using some discretion and judgement and relevant theoretical knowledge, and who may provide technical advice and support to a team.

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

## Unit Sector

Stakeholder Relations – Customer Engagement

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1 Identify customer needs | 1.1 Question customers in detail and listen actively to determine product and service requirements<br>1.2 Verify and agree customer needs with customer<br>1.3 Access existing customer records and offer technical and specialist advice to customer, where such advice is considered beneficial to closing of the sale and customer understanding and decision-making |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 1.4 Identify customer's financial limitations<br>1.5 Discuss estimates and quotes with team and specialist staff if necessary, prior to submission to customer |
| 2 Respond to customer needs | 2.1 Prepare, present and discuss estimates and quotes with customer, as role permits<br>2.2 Fully explain benefits of various options and pricing structures to customer<br>2.3 Give customer opportunity to question options and quotes provided<br>2.4 Promote advantages of dealing with the organisation<br>2.5 Manage customer objections effectively by promoting specific benefits |
| 3 Close sales | 3.1 Agree on product or service to be purchased with customer<br>3.2 Establish customer's preferred purchase and payment arrangements<br>3.3 Finalise documentation relating to sale and forward to customer for agreement and signature<br>3.4 Negotiate and arrange payment method with customer<br>3.5 Conduct appropriate credit checks<br>3.6 Clearly record delivery/installation arrangements as agreed with customer<br>3.7 Comply with relevant legislation, codes, regulations and standards during engagement and sale |
| 4 Input sales records | 4.1 Fully record details of sale<br>4.2 Amend existing customer records where appropriate<br>4.3 Initiate invoices according to organisational policy<br>4.4 Organise delivery/installation according to organisational policy |
| 5 Provide sales support where required | 5.1 Verify customer satisfaction after delivery/installation<br>5.2 Identify additional action to satisfy customer needs<br>5.3 Initiate action in an efficient and timely manner |


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# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Reading | 1.3 | • Recognises and interprets textual information from relevant sources to determine customer requirements |
| Writing | 3.3, 3.6, 4.1-4.3 | • Prepares specific information, in formats required by organisation, to conduct and close sales |
| Oral Communication | 1.1-1.3, 2.1-2.3, 3.1, 3.2, 3.4, 3.6, 5.1 | • Articulates clearly using specific and relevant language suitable to audience to convey requirements, and listening and questioning to confirm understanding<br>• Elicits views and opinions of others by listening and questioning |
| Numeracy | 1.4, 2.1, 2.2, 3.4, 3.5 | • Interprets numerical information and applies basic mathematical calculations relating to estimates and quotes<br>• Extracts, evaluates and compares numerical information |
| Navigate the world of work | 3.7, 4.4 | • Takes personal responsibility for adherence to legal/regulatory requirements and organisational policy in planning and undertaking work |
| Interact with others | 1.1-1.5, 2.1-2.5, 3.1, 3.2, 3.4, 5.1, 5.2 | • Selects and uses appropriate conventions and protocols when communicating with customers and relevant authorities<br>• Recognises importance of establishing rapport to engage customers and provide effective service solutions in complex situations |
| Get the work done | 1.3, 2.1, 3.3, 3.5, 3.6, 4.1-4.4, 5.1-5.3 | • Plans and implements customer sales tasks, accepting stated goals and aiming to achieve them efficiently<br>• Uses systematic, analytical processes to gather relevant credit information<br>• Recognises and takes responsibility for anticipating and addressing predictable problems to achieve customer satisfaction promptly<br>• Uses familiar digital systems and tools to access, organise, analyse, record and display information relevant to customer sales activities |


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# Unit Mapping Information

| Code and title current version | Code and title previous version | Comments | Equivalence status |
|---|---|---|---|
| BSBCUE304 Provide sales solutions to customers | BSBCCO304C Provide sales solutions to customers | Updated to meet Standards for Training Packages<br><br>Code changed to reflect industry practice | Equivalent unit |

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBCUE304 Provide sales solutions to customers

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- recommend product or service to match customer need with a clear explanation of price and payment options
- apply appropriate credit checks
- organise customer payment and delivery details
- record sales, payments and delivery arrangements
- provide after sales service.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain estimate and quote procedures
- outline marketing and sales principles and practices
- identify organisational pricing policies
- identify organisational protocols associated with customer service and sales
- identify statutory, regulatory and legislative requirements related to providing sales solutions to customers.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the stakeholder relations – customer engagement field of work and include access to:

- relevant standards, guidelines and legislation, workplace information and data
- relevant office resources and equipment


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- a work environment or simulated customer contact centre to observe interaction with customers.

Assessors must satisfy NVR/AQTF assessor requirements.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBCUS301 Deliver and monitor a service to customers

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Application

This unit describes the skills and knowledge required to identify customer needs, deliver and monitor customer service and identify improvements in the provision of customer service.

It applies to individuals who apply a broad range of competencies in various work contexts. In this role, individuals often exercise discretion and judgement using appropriate theoretical knowledge of customer service to provide technical advice and support to customers over short or long term interactions.

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

## Unit Sector

Stakeholder Relations – Customer Service

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1 Identify customer needs | 1.1 Use appropriate interpersonal skills to accurately identify and clarify customer needs and expectations<br>1.2 Assess customer needs for urgency to determine priorities for service delivery according to organisational and legislative requirements<br>1.3 Use effective communication to inform customers about available choices for meeting their needs and assist in the selection |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | of preferred options<br>1.4 Identify limitations in addressing customer needs and seek appropriate assistance from designated individuals |
| 2 Deliver a service to customers | 2.1 Provide prompt service to customers to meet identified needs in accordance with organisational and legislative requirements<br>2.2 Establish and maintain appropriate rapport with customers to ensure completion of quality service delivery<br>2.3 Sensitively and courteously handle customer complaints in accordance with organisational and legislative requirements<br>2.4 Provide assistance or respond to customers with specific needs according to organisational and legislative requirements<br>2.5 Identify and use available opportunities to promote and enhance services and products to customers |
| 3 Monitor and report on service delivery | 3.1 Regularly review customer satisfaction with service delivery using verifiable evidence according to organisational and legislative requirements<br>3.2 Identify opportunities to enhance the quality of service and products, and pursue within organisational and legislative requirements<br>3.3 Monitor procedural aspects of service delivery for effectiveness and suitability to customer requirements<br>3.4 Regularly seek customer feedback and use to improve the provision of products and services<br>3.5 Ensure reports are clear, detailed and contain recommendations focused on critical aspects of service delivery |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Reading | 1.2 2.1, 2.3, 2.4, 3.1, 3.5 | • Comprehends textual information to determine customer service requirements<br>• Proofreads texts for clarity of meaning and accuracy of grammar and punctuation |


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| | | |
|---|---|---|
| Writing | 2.3, 3.5 | • Completes responses to customer complaints in required format<br>• Prepares reports using sequencing, format and words to communicate recommendations clearly and effectively |
| Oral Communication | 1.1, 1.3, 1.4, 2.2, 2.3, 2.4 | • Provides information or advice using structure and language to suit the audience<br>• Asks questions and listens to gain information or confirm understanding |
| Navigate the world of work | 1.2, 2.1-2.4, 3.1, 3.2 | • Recognises, understands and applies organisational policies and procedures relevant to role |
| Interact with others | 1.1, 1.3, 1.4, 2.2, 2.3, 2.4, 3.4 | • Selects and uses appropriate communication conventions to establish connections, build rapport, seek information and develop professional working relationships<br>• Adjusts personal communication style in response to the opinions, values and particular needs of others |
| Get the work done | 1.2, 2.3, 2.5, 3.1-3.5 | • Plans and implements systems to gather and organise information<br>• Monitor actions and progress against goals and implements adjustments as appropriate<br>• Uses problem-solving skills to analyse and respond to customer complaints or enquiries<br>• Identifies and follows up on opportunities to improve work practices and outcomes |

# Unit Mapping Information

| **Code and title current version** | **Code and title previous version** | **Comments** | **Equivalence status** |
|---|---|---|---|
| BSBCUS301 Deliver and monitor a service to customers | BSBCUS301B Deliver and monitor a service to customers | Updated to meet Standards for Training Packages | Equivalent unit |


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBCUS301 Deliver and monitor a service to customers

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- use communication skills to establish rapport and build relationships with customers in accordance with organisational requirements
- identify customer needs using appropriate questioning and active listening skills
- provide customer service in accordance with organisational requirements
- respond to and record customer feedback and action taken according to organisational standards, policies and procedures
- produce a report which identifies and recommends ways to improve service delivery.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- summarise key provisions of relevant legislation from all levels of government that may affect aspects of business operations
- explain organisational policy and procedures for customer service, including handling customer complaints
- provide examples of verifiable evidence that could be used to review customer satisfaction
- outline the interpersonal skills needed for serving customers, including customers with specific needs.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the customer service field of work and include access to:


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- office equipment and technology
- workplace documents, organisational policies and procedures for customer service
- examples of customer complaints and feedback
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBCUS402 Address customer needs

## Modification History

| Release | Comments |
|---|---|
| Release 2 | This version released with BSB Business Services Training Package Version 2.0<br><br>Version created to clarify assessment conditions |
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Application

This unit describes the skills and knowledge required to manage an ongoing relationship with a customer over a period of time. This includes helping customers articulate their needs and managing networks to ensure customer needs are addressed.

It applies to individuals who are expected to have detailed product knowledge in order to recommend customised solutions. In this role, individuals would be expected to apply organisational procedures and be aware of, and apply as appropriate, broader factors involving ethics, industry practice and relevant government policies and regulations.

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

## Unit Sector

Stakeholder Relations – Customer Service

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1 Assist customer to articulate needs | 1.1 Ensure customer needs are fully explored, understood and agreed<br>1.2 Explain and match available services and products to customer |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | needs<br>1.3 Identify and communicate rights and responsibilities of customers to the customer as appropriate |
| 2 Satisfy complex customer needs | 2.1 Explain possibilities for meeting customer needs<br>2.2 Assist customers to evaluate service and/or product options to satisfy their needs<br>2.3 Determine and prioritise preferred actions<br>2.4 Identify potential areas of difficulty in customer service delivery and take appropriate actions in a positive manner |
| 3 Manage networks to ensure customer needs are addressed | 3.1 Establish effective regular communication with customers<br>3.2 Establish, maintain and expand relevant networks to ensure appropriate referral of customers to products and services from within and outside the organisation<br>3.3 Ensure procedures are in place to ensure that decisions about targeting of customer services are based on up-to-date information about the customer and the products and services available<br>3.4 Ensure procedures are put in place to ensure that referrals are based on the matching of the assessment of customer needs and availability of products and services<br>3.5 Maintain records of customer interaction in accordance with organisational procedures |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Reading | 1.3, 2.2, 2.3, 2.4, 3.2, 3.3, 3.4, 3.5 | • Interprets textual information obtained from a range of sources and determines how content may be applied to individuals and to organisational requirements |
| Writing | 1.1, 3.1, 3.2, 3.3, 3.4, 3.5 | • Prepares written reports, up-to-date procedures and other workplace documentation that communicate complex information clearly and effectively |
| Oral | 1.1, 1.2, 1.3, 2.1, | • Clearly articulates customer's needs using language suitable to diverse audiences and employs listening |


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| | | |
|---|---|---|
| Communication | 2.2, 3.1, 3.2 | and questioning techniques to confirm understanding |
| Navigate the world of work | 3.5 | • Recognises and applies organisational protocols and meets expectations associated with own work |
| Interact with others | 1.1-1.3, 2.1, 2.2, 3.1, 3.2 | • Selects and uses appropriate communication techniques to establish and maintain positive working relationships<br>• Establishes connections and shares information with others who can contribute to effective work outcomes |
| Get the work done | 2.3, 2.4, 3.3-3.5 | • Develops and implements plans for routine and non-routine tasks recognising the importance of aligning goals and expectations to achieve outcomes<br>• Recognises and takes responsibility for addressing predictable and non-predictable problems in own work context<br>• Uses digital systems to organise and store information relevant to own work |

# Unit Mapping Information

| **Code and title current version** | **Code and title previous version** | **Comments** | **Equivalence status** |
|---|---|---|---|
| BSBCUS402 Address customer needs<br>Release 2 | BSBCUS402 Address customer needs<br>Release 1 | Updated to clarify assessment conditions | Equivalent unit |

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBCUS402 Address customer needs

## Modification History

| Release | Comments |
|---|---|
| Release 2 | This version released with BSB Business Services Training Package Version 2.0<br><br>Version created to clarify assessment conditions |
| Release 1 | This version first released with Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- communicate effectively with customers including
  - helping customers to articulate their needs and evaluate options
  - explaining products/services and how they match customer needs
  - establishing regular communication
  - explaining customer rights and responsibilities
- address customer's needs
- use organisational procedures to document customer satisfaction
- develop and maintain networks to support meeting customer needs
- identify potential difficulties in meeting customer needs and taking appropriate action.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain organisational procedures and standards for establishing and maintaining customer service relationships


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- describe informed consent
- explain consumer rights and responsibilities
- describe ways to establish effective regular communication with customers
- outline details of products or services including with reference to:
  - possible alternative products and services
  - variations within a limited product and service range.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the customer service field of work and include access to:

- office equipment and resources
- business technology
- organisational policies, procedures, quality systems, manuals and guidelines for customer management
- examples of products/services and promotional strategies
- case studies and, where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBDES302 Explore and apply the creative design process to 2D forms

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Application

This unit describes the skills and knowledge required to explore and creatively apply the design process to the development of two-dimensional (2D) forms.

It applies to individuals who apply the creative design process to the development of 2D forms. The unit underpins many other specialised design units.

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

## Unit Sector

Design – Design Process

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1 Source information on 2D design | 1.1 Identify and access relevant sources of information on 2D design<br>1.2 Evaluate and collate information to build knowledge of 2D design |
| 2 Explore the creative design process for 2D forms | 2.1 Use creative thinking techniques to generate a range of ideas and options<br>2.2 Use experimentation to explore and challenge a range of |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | different ideas<br>2.3 Challenge assumptions, reflect on ideas and refine approaches<br>2.4 Consciously change perspective, and evaluate ideas and situations in new ways |
| 3 Communicate concepts or ideas through application of design processes to 2D forms | 3.1 Investigate and reflect on how a particular concept or idea might be communicated in 2D<br>3.2 Select materials, tools and equipment relevant to the realisation of the concept or idea<br>3.3 Apply a creative design process to produce a range of 2D concept realisations<br>3.4 Reflect on own application of design process and success in communicating the concept or idea<br>3.5 Seek and obtain feedback from others about the 2D form and its success in communicating the concept or idea<br>3.6 Present and store concept realisations or samples in a format which takes account of the need for professional presentation and the work's potential value for future jobs |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Reading | 1.1, 1.2, 3.1 | • Interprets textual information from relevant sources to determine and adhere to requirements |
| Writing | 2.1, 3.6 | • Produces a range of text types using appropriate vocabulary, grammatical structure and referencing conventions |
| Oral Communication | 2.1, 2.2, 2.3, 3.5 | • Participates in verbal exchanges using vocabulary, style and tone appropriate to audience<br>• Uses listening techniques to clarify understanding |
| Numeracy | 3.1, 3.3, 3.5 | • Performs mathematical calculations to produce 2D designs |
| Get the work done | 1.1, 1.2, 2.1-2.4, 3.1-3.4, 3.6 | • Plans and organises tasks required to achieve required outcomes |


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| | | |
|---|---|---|
| | | • Identifies ideas in use in other contexts and considers how they might be applied in own context<br>• Selects new ideas that may improve a process in immediate work context<br>• Takes responsibility for routine low-impact decisions within familiar situations<br>• Evaluates effectiveness of decisions on how well they meet stated goals |

# Unit Mapping Information

| **Code and title current version** | **Code and title previous version** | **Comments** | **Equivalence status** |
|---|---|---|---|
| BSBDES302 Explore and apply the creative design process to 2D forms | BSBDES302A Explore and apply the creative design process to 2D forms | Updated to meet Standards for Training Packages | Equivalent unit |

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBDES302 Explore and apply the creative design process to 2D forms

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- produce a range of samples or concept realisations which demonstrate creative thinking techniques and experimentation processes based on available resource materials
- review own work to determine future improvements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify creative thinking techniques that can be used as part of the design process
- describe the elements and principles of design as applied to two-dimensional (2D) forms
- list materials, tools and equipment required for the design of 2D forms in the relevant work context
- describe the notion of individual interpretation and choice within the design process
- explain the particular challenges that may arise in the design of 2D forms.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the design process field of work and include access to the materials, resources and equipment needed to apply design processes to 2D forms.

Assessors must satisfy NVR/AQTF assessor requirements.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBDES303 Explore and apply the creative design process to 3D forms

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Application

This unit describes the skills and knowledge required to explore and creatively apply the design process to the development of three-dimensional (3D) forms.

It applies to individuals who work under supervision and apply an understanding of the design process using discretion and judgement.

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

## Unit Sector

Design – Design Process

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1 Source information on 3D design | 1.1 Identify and access relevant sources of information on 3D design<br>1.2 Evaluate and collate information to build knowledge of 3D design |
| 2 Explore the creative design process for 3D forms | 2.1 Use creative thinking techniques to generate a range of ideas and options<br>2.2 Use experimentation to explore and challenge a range of |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | different ideas<br>2.3 Challenge assumptions, reflect on ideas and refine approaches<br>2.4 Consciously change perspective, and evaluate ideas and situations in new ways |
| 3 Communicate concepts or ideas through application of design processes to 3D forms | 3.1 Investigate and reflect on how a particular concept or idea might be communicated in 3D form<br>3.2 Select materials, tools and equipment relevant to the realisation of the concept or idea<br>3.3 Apply a creative design process to produce a range of 3D concept realisations<br>3.4 Reflect on own application of design process and success in communicating the concept or idea<br>3.5 Seek and obtain feedback from others about the 3D form and its success in communicating the concept or idea<br>3.6 Present and store concept realisations or samples in a format which takes account of the need for professional presentation and the work's potential value for future jobs |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Reading | 1.1, 1.2, 3.1 | • Interprets textual information from relevant sources to determine and adhere to requirements |
| Writing | 2.1, 3.6 | • Produces a range of text types using appropriate vocabulary, grammatical structure and referencing conventions |
| Oral Communication | 2.1-2.3, 3.5 | • Participates in verbal exchanges using vocabulary, style and tone appropriate to audience<br>• Uses listening techniques to clarify understanding |
| Numeracy | 3.1, 3.3, 3.5 | • Performs mathematical calculations required to produce 3D concept designs |
| Get the work done | 1.1, 1.2, 2.1-2.4, 3.1-3.4, 3.6 | • Plans and organises tasks required to achieve outcomes<br>• Identifies ideas in use in other contexts and considers |


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| | | |
|---|---|---|
| | | how they might be applied in own context<br>• Selects and adopts new ideas to improve a process in immediate work context<br>• Takes responsibility for routine low-impact decisions within familiar situations<br>• Evaluates effectiveness of decisions on how well they meet stated goals |

# Unit Mapping Information

| **Code and title current version** | **Code and title previous version** | **Comments** | **Equivalence status** |
|---|---|---|---|
| BSBDES303 Explore and apply the creative design process to 3D forms | BSBDES303A Explore and apply the creative design process to 3D forms | Updated to meet Standards for Training Packages | Equivalent unit |

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBDES303 Explore and apply the creative design process to 3D forms

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- produce a range of samples or concept realisations which demonstrate creative thinking techniques and experimentation processes based on available resource materials for three-dimensional (3D) forms
- review own work to determine future improvements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify creative thinking techniques that can be used as part of the design process
- describe the elements and principles of design as applied to 3D forms
- list materials, tools and equipment required for the design of 3D forms in the relevant work context
- describe the notion of individual interpretation and choice within the design process
- explain the particular challenges and issues in the design of 3D forms
- outline the relationships between form and space.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the design process field of work and include access to the materials, resources and equipment needed to apply design processes to 3D forms.

Assessors must satisfy NVR/AQTF assessor requirements.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBDES502 Establish, negotiate and refine a design brief

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Application

This unit describes the skills and knowledge required to work proactively with a client or commissioning organisation to develop and negotiate a design brief.

It applies to individuals working in any industry or design context where the designer plays a key role in determining the scope and nature of work required. Establishment, negotiation and refinement of a design brief requires the integration of highly-developed creative thinking, communication and planning skills in a process that may not be linear. Adaptability and effective responses to change and new ideas are crucial.

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

## Unit Sector

Design – Design Process

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1 Establish design requirements | 1.1 Identify and make appropriate contact with relevant stakeholders for the design project, in addition to the client<br>1.2 Identify and source information and references relevant to the design project<br>1.3 Undertake critical analysis of sources and extract key information to inform the design project |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 1.4 Liaise with client and other key stakeholders to determine overall objectives and parameters for the design project<br>1.5 Proactively seek, review and act on information needed to inform constructive communication with client<br>1.6 Build trust and respect between self and client through effective communication and demonstration of professional integrity |
| 2 Develop and refine design brief | 2.1 Develop concepts and ideas for inclusion in design brief, taking account of overall objectives and parameters<br>2.2 Undertake own analysis of concept and challenge ideas and approaches taken to ensure responsiveness to project needs<br>2.3 Present ideas in an appropriate format/medium and seek feedback from key stakeholders<br>2.4 Use effective communication techniques to generate discussion, debate and critical analysis<br>2.5 Re-evaluate and refine options based on own analysis and discourse with others<br>2.6 Establish and agree on final nature and scope of design brief with client and accurately document details |
| 3 Negotiate terms and conditions | 3.1 Negotiate and agree terms and conditions of brief in accordance with relevant organisational and professional standards<br>3.2 Clarify, agree and document roles and responsibilities of those involved in the project<br>3.3 Confirm agreements in writing in accordance with organisational requirements<br>3.4 Identify the need for specialist advice when developing formal agreements or contracts, and seek appropriate assistance |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Reading | 1.2, 1.3, 2.2, 2.5 | • Identifies and interprets textual information from |


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| | | |
|---|---|---|
| | | various sources to develop ideas and concepts |
| Writing | 1.1, 1.3-1.5, 2.1-2.3, 2.6, 3.1-3.3 | • Develops a range of documents using appropriate vocabulary, context and formatting for different audiences |
| Oral Communication | 1.1, 1.4-1.6, 2.3, 2.4, 2.6, 3.1, 3.2 | • Participates in discussions to elicit views of others by asking questions and listening to responses<br>• Presents ideas and seeks feedback from others using appropriate tone, vocabulary and language structures |
| Numeracy | 1.2-1.4 | • Interprets and applies numeric information relevant to design brief |
| Navigate the world of work | 1.2, 1.3, 3.1, 3.3, 3.4 | • Identifies and adheres to organisational policies and procedures, industry standards and legislative requirements during planning and design of design solution |
| Interact with others | 1.1, 1.4-1.6, 2.3, 2.4, 2.6, 3.1, 3.4 | • Uses appropriate communication conventions and protocols to seek information from stakeholders<br>• Uses a range of collaborative techniques to clarify and refine ideas and negotiate agreeable outcomes with others |
| Get the work done | 1.1-1.3, 1.5, 2.1, 2.2, 2.5, 3.2 | • Sequences and schedules complex activities, monitors implementation, and manages relevant communication<br>• Applies formal problem-solving processes when responding to unpredictable issues and challenges that arise during the testing process<br>• Makes a range of critical and non-critical decisions in relatively complex situations, taking client and organisational requirements and possible constraints into account<br>• Generates new or innovative ideas or concepts through exploration, analysis and critical thinking |

# Range of Conditions

*This section 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.*

| | |
|---|---|
| Information and references relevant to the design brief must include consideration of: | • legislative and regulatory context<br>• financial/budgetary information<br>• organisational materials<br>• technical reports/data. |


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# Unit Mapping Information

| Code and title current version | Code and title previous version | Comments | Equivalence status |
|---|---|---|---|
| BSBDES502 Establish, negotiate and refine a design brief | BSBDES502A Establish, negotiate and refine a design brief | Updated to meet Standards for Training Packages<br><br>Minor edit to clarify meaning of PC 3.4 | Equivalent unit |

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBDES502 Establish, negotiate and refine a design brief

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- develop and finalise at least TWO design briefs for a specific industry purpose
- demonstrate highly-developed interpersonal skills, self-evaluation techniques and the ability to seek expert advice when required.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss the legal issues that affect negotiations and contracts in the relevant work context
- explain the design process within the specific industry context/design discipline
- compare and contrast the scope, nature and potential variations that occur within design briefs relevant to a specific context
- identify sources of information to assist the development of design concepts within a specific industry context.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the design process field of work and include access to:

- appropriate equipment and media to communicate and present ideas and concepts
- sources of information relevant to industry context
- interaction with others to reflect the collaborative nature of the work, and communication and negotiation skills required.


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Assessors must satisfy NVR/AQTF assessor requirements.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBDES601 Manage design realisation

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Application

This unit describes the skills and knowledge required to manage the process of taking a design from concept to final realisation or production. It has a strong focus on planning, implementation and monitoring skills, combined with a sound knowledge of design and production issues and challenges in a given context.

It applies to individuals working in any industry context or design discipline who take responsibility for turning design concept into reality – a product or service of value to the end-user. This person could be an individual designer-maker or a designer working as part of a larger design/production team.

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

## Unit Sector

Design – Design Process

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1 Plan realisation of design | 1.1 Collect, analyse and maintain relevant information on the design<br>1.2 Discuss and agree on standards of work and monitoring requirements with appropriate stakeholders<br>1.3 Develop clear plan and schedule for design realisation, |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | including key roles and responsibilities linked to timelines and budget |
| 2 Implement and monitor realisation of design | 2.1 Organise and/or allocate resources to achieve realisation of design within required standards, timeframes and budget<br>2.2 Liaise with others involved in design realisation to ensure obligations and quality standards are met within time, budget and technical resources<br>2.3 Maintain accurate, relevant and complete documentation in accordance with agreed standards<br>2.4 Monitor process to ensure integrity of design is maintained at all times, including through the process of challenging and interrogating own design work<br>2.5 Promptly identify difficulties or problems that arise in relation to realisation of design and take action to rectify situation |
| 3 Liaise and negotiate with stakeholders | 3.1 Establish and maintain appropriate communication channels with relevant stakeholders<br>3.2 Proactively seek and provide information to facilitate effective design realisation<br>3.3 Adhere to agreed terms and conditions or negotiate appropriate changes in light of changed circumstances<br>3.4 Negotiate and agree on revisions with relevant parties in a professional manner, to enhance quality of outcome |
| 4 Complete design process | 4.1 Finalise design outcomes in accordance with terms and conditions<br>4.2 Seek feedback from key stakeholders on finished design and make final adjustments as agreed<br>4.3 Evaluate completed design in relation to own work and overall process, to inform future practice |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|


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| | | |
|---|---|---|
| Reading | 1.1, 2.3 | • Collates and analyses textual information from a range of sources relevant to the design realisation |
| Writing | 2.3, 3.1, 3.2, 4.3 | • Produces documentation using appropriate structure, language and context to articulate own ideas and positions |
| Oral Communication | 1.2, 3.2-3.4, 4.2 | • Articulates clearly using specific language and appropriate tone to convey information<br>• Uses active questioning and listening techniques to confirm understanding |
| Numeracy | 1.3, 2.1 | • Interprets and uses numeric information in budgets and to determine work schedules |
| Navigate the world of work | 2.3, 3.3, 4.1 | • Works independently and collectively within broad parameters, with a strong sense of responsibility and ownership of plans, decisions and outcomes<br>• Adheres to organisational policies and procedures |
| Interact with others | 1.2, 2.2, 3.1, 3.2, 3.4 | • Recognises the importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate, with whom, why and how<br>• Fosters a collaborative culture within own sphere of influence, facilitating a sense of cohesion and commitment |
| Get the work done | 1.1, 1.3, 2.1, 2.4, 2.5 | • Takes responsibility for planning and organising tasks to meet workplace deadlines, including those tasks that require liaison with other people<br>• Applies formal problem-solving processes when responding to unpredictable issues and challenges that arise during the design process<br>• Uses each experience to reflect on how variables impact outcomes to inform future practices |

# Unit Mapping Information

| **Code and title current version** | **Code and title previous version** | **Comments** | **Equivalence status** |
|---|---|---|---|
| BSBDES601 Manage design realisation | BSBDES601A Manage design realisation | Updated to meet Standards for Training Packages | Equivalent unit |


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# Links

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# Assessment Requirements for BSBDES601 Manage design realisation

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- produce a design according to all brief requirements
- demonstrate highly-developed interpersonal and negotiation skills to deliver the finished product.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline key responsibilities of relevant personnel in this context
- describe best practices when dealing with setbacks in the production process
- explain production processes in a particular industry context or discipline including required materials, tools and equipment.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the design process field of work and include access to:

- resources, tools, materials and equipment required for realising a design in a specific context
- a design concept that the candidate can take to realisation stage
- other people to reflect the collaborative nature of the work.

Assessors must satisfy NVR/AQTF assessor requirements.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBESB303 Organise finances for new business ventures

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to estimate start-up costs, financial viability and projected cash flow and budget for a new business venture. It involves assessing the need to access required finances based on calculations and estimates undertaken.

The unit applies to those establishing a business providing self-employment, as well as those establishing a new venture as part of a larger organisation.

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

## Unit Sector

Business Competence – Entrepreneurship and Small Business

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare to organise finances for new business venture | 1.1 Establish current financial situation, showing funds available and commitments already incurred<br>1.2 Identify equity finance and assets from available sources<br>1.3 Identify business mix and forecast expected business activity over a year |
| 2. Determine required finances for new business venture | 2.1 Estimate start-up costs for business venture according to established business activities<br>2.2 Estimate income and expenses for first year of operation<br>2.3 Project cash flow for first year of operation<br>2.4 Seek specialist financial advice as required according to |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | workplace procedures<br>2.5 Record cash flow and budget and required finances |
| 3. Plan to access finances for new business venture | 3.1 Investigate and source suitable types of finances<br>3.2 Establish methods of accessing finances and servicing any repayment schedule<br>3.3 Complete required documentation |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| Skill | Description |
|---|---|
| Reading | • Gathers, interprets and analyses a variety of textual information from a range of sources and identifies relevant and key information |
| Writing | • Uses information and industry-related terminology to complete required workplace documentation |
| Oral Communication | • Uses listening and questioning techniques to seek information and confirm understanding |
| Numeracy | • Analyses numerical information to complete required calculations and estimates |
| Initiative and enterprise | • Seeks input and expert advice when decisions involve unfamiliar issues<br>• Determines priorities and sequences steps involved in clearly defined familiar tasks, and identifies and assembles resources required |
| Technology | • Uses main features and functions of digital tools to complete work tasks and access information |

# Unit Mapping Information

Supersedes and is equivalent to BSBSMB303 Organise finances for the micro business.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBESB303 Organise finances for new business ventures

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- organise finances for at least one new business venture.

In the course of the above, the candidate must:

- investigate financial position, commitments and needs
- determine projected cash flow and budget for business venture
- estimate finances needed to establish and operate the business venture.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- sources of specialist financial advice relating to new business ventures, including Australian Taxation office (ATO)
- accounting software for use in the business venture described in performance evidence
- key financial terminology relevant to new business ventures
- relationship between finances and sales and marketing strategies
- workplace procedures for:
  - costing or pricing and preparing financial forecasts
  - estimating start-up costs, including cost of expenses and assets
  - seeking specialist financial advice
- income and costs to be considered when estimating operating budget, including:
  - monthly variable and fixed costs required for business activity
  - drawings needed for business venture to be financially viable
  - monthly income generated by business venture based on price per unit item or hourly charge rate for labour
  - goods and services tax


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- operating finance required for business.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- business technology, including internet access
- finance documentation and resources relating to business described in performance evidence
- sources of specialist advice.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBESB305 Address compliance requirements for new business ventures

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to source advice and specialist services to assist in addressing business compliance relating to regulatory, taxation and insurance requirements.

The unit applies to those establishing a business providing self-employment, as well as those establishing a new venture as part of a larger organisation.

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

## Unit Sector

Business Competence – Entrepreneurship and Small Business

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Research compliance requirements of new business venture | 1.1 Identify regulatory, taxation and insurance requirements relevant to new business venture<br>1.2 Access information that assists in interpreting and explaining identified compliance requirements<br>1.3 Research relationships between legislation, regulations, codes of practice, associated standards and accessed information to determine compliance requirements of the business venture |
| 2. Seek specialist advice on compliance and risk minimisation | 2.1 Identify sources of specialist advice and services relevant to identified compliance requirements and business venture profile<br>2.2 Select and access identified specialist advice and services |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | according to business needs, available resources, and workplace procedures<br>2.3 Clarify and confirm compliance requirements and their appropriateness for business, and risk minimisation needs with advisors<br>2.4 Review and document advice and procedures |
| 3. Take action to support business compliance | 3.1 Arrange insurance cover for the business according to business needs, available resources, and workplace procedures<br>3.2 Implement compliance procedures according to specialist advice received<br>3.3 Seek feedback on implemented compliance procedures from required personnel |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| Skill | Description |
|---|---|
| Reading | • Identifies and interprets legislative and regulatory information relevant to business requirements |
| Oral communication | • Articulates clearly using specific and relevant language suitable to audience to convey requirements, and listening and questioning techniques to confirm understanding |
| Numeracy | • Analyses numerical information to calculate specific business requirements<br>• Uses formal and informal mathematical language to discuss compliance |
| Self-management | • Takes some personal responsibility for ensuring business compliance with legal and regulatory requirements |
| Planning and organising | • Plans routine tasks with goals and outcomes, taking some responsibility for decisions regarding sequencing and timing<br>• Determines priorities and sequences steps involved in clearly defined tasks, and identifies and assembles resources required |


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# Unit Mapping Information

Supersedes and is equivalent to BSBSMB305 Comply with regulatory, taxation and insurance requirements for the micro business.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBESB305 Address compliance requirements for new business ventures

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- implement procedures to address at least two different compliance requirements for a business or new business venture.

In the course of the above, the candidate must:

- identify, select and access sources of advice on compliance and risk minimisation procedures
- identify regulatory, taxation and insurance compliance requirements, and risk minimisation needs.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- regulatory, taxation and insurance compliance information, and specialist advice and services in relation to operation of new business ventures, including:
  - industry codes of practice and standards
  - registration and licensing
  - work health and safety (WHS) requirements and responsibilities
  - required insurances
- workplace procedures that support compliance of new business venture, including for:
  - selecting and accessing specialist advice and services
  - arranging business insurance cover
- key components of compliance procedures:
  - following taxation and industrial relations principles
  - updating and maintaining legal documents
  - investigating areas of non-compliance


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- monitoring provision of products and/or services
- taking corrective action where necessary.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- business technology, including internet access for research
- legislation, regulations, codes of practice and standards relating to compliance requirements described in performance evidence
- workplace procedures and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBESB401 Research and develop business plans

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to research and develop business plans for achieving business goals and objectives.

The unit applies to those establishing or operating a business providing self-employment, as well as those establishing a new venture as part of a larger organisation.

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

## Unit Sector

Business Competence – Entrepreneurship and Small Business

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare to develop business plan | 1.1 Identify purpose and required components of business plan<br>1.2 Identify and document business goals, objectives and budget<br>1.3 Research market needs and estimate market size |
| 2. Draft business plan | 2.1 Establish resource, legal and compliance requirements according to identified business goals and objectives<br>2.2 Assess product mix, volumes and pricing opportunities relevant to the identified target market and according to business goals and objectives<br>2.3 Plan marketing activities relevant to the product mix and according to marketing objectives and strategies and budgetary requirements<br>2.4 Develop draft plan according to identified business goals, |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | objectives and market needs<br>2.5 Analyse draft plan and identify, assess and prioritise internal and external risks according to workplace procedures<br>2.6 Research specialist services and sources of advice and cost according to available resources |
| 3. Create a business plan | 3.1 Identify costs associated with production and delivery of business products and/or services<br>3.2 Calculate prices based on costs and profit targets, as a charge-out rate for labour or unit price for products and/or services<br>3.3 Prepare cash flow projections to enable business operation according to business plan and legal requirements<br>3.4 Select budget targets to enable ongoing monitoring of financial performance<br>3.5 Identify sources of finance for required liquidity according to business goals and objectives and workplace procedures |
| 4. Finalise business planning and plan for risk | 4.1 Develop risk management strategies according to business goals and objectives, and legal and compliance requirements, and established business activities<br>4.2 Assess likelihood of non-conformance with each component of business plan<br>4.3 Develop a contingency plan to address possible areas of non-conformance according to workplace procedures<br>4.4 Identify specific interests and objectives of key stakeholders and confirm their support of planning outcomes |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| Skill | Description |
|---|---|
| Reading | • Identifies, analyses and evaluates information during planning process |
| Writing | • Prepares written documentation that communicates plan information clearly and effectively |
| Numeracy | • Interprets numerical information to determine prospective markets, resource allocations and business profits/losses |
| Self-management | • Identifies implications of legal and compliance requirements related to own work |


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| Skill | Description |
|---|---|
| | • Makes a range of critical and non-critical decisions, taking a range of constraints into account |
| Planning and organising | • Uses a combination of formal, logical planning processes to identify relevant information and to evaluate alternative strategies or methods |

# Unit Mapping Information

Supersedes and is equivalent to BSBSMB404 Undertake small business planning.

Supersedes but is not equivalent to:

- BSBSMB415 Refine and strengthen a small business
- BSBSMB422 Plan small business growth.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBESB401 Research and develop business plans

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop at least one business plan that addresses the goals and objectives of a business or business venture.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legal and compliance requirements relating to business operation to be included in plan, including:
  - environmental
  - work health and safety (WHS), including WHS responsibilities and procedures for identifying hazards relating to business profile
  - equal opportunity
  - industrial relations
- types of business planning, including:
  - feasibility studies
  - strategic, operational, financial and marketing planning
- factors affecting structure of business plan, including:
  - purpose of plan
  - target audience
  - desired outcomes
- key components of business plan, including:
  - sources and costs of finance to provide required liquidity and profitability for business
  - marketing strategies and methods to promote market exposure of business
  - methods or means of production or operation required for business


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  - staffing requirements to effectively produce or deliver products and services
  - contingency plan
- methodology for researching and preparing a business plan
- common business risks and risk management strategies
- workplace procedures for:
  - assessing and prioritising internal and external risks to business
  - establishing resource requirements aligned to business goals and objectives, including for calculating staffing requirements to produce or deliver products and/or services
  - developing a business contingency plan for unexpected events and situations
  - developing risk management strategies.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulations, standards and codes relating to business described in performance evidence
- workplace documentation and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBESB402 Establish legal and risk management requirements of new business ventures

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to identify and comply with legal and risk management requirements of the business or new business venture, including negotiating, creating and planning for legal contracts used within the business, where required.

The unit applies to those establishing a business providing self-employment, as well as those establishing a new venture as part of a larger organisation.

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

## Unit Sector

Business Competence – Entrepreneurship and Small Business

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify legal and risk management requirements relating to business | 1.1 Identify legal structure of business using reliable sources<br>1.2 Identify legislative and regulatory requirements applicable to identified legal structure<br>1.3 Analyse identified requirements and their relationship to business and workplace practices and processes |
| 2. Implement procedures and processes to comply with legislative and regulatory | 2.1 Develop and implement procedures to ensure compliance with relevant legislative and regulatory requirements<br>2.2 Develop and implement processes and procedures for storing and maintaining legal documents and business records<br>2.3 Establish systems to identify areas of non-compliance and take |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| requirements | corrective action where necessary |
| 3. Negotiate and arrange contracts | 3.1 Assess products and/or services to determine procurement rights and ensure protection of business interests<br>3.2 Negotiate and secure contractual procurement rights for goods and/or services as required and according to business plan and workplace procedures<br>3.3 Complete any contractual arrangements according to workplace procedures and business plan<br>3.4 Seek legal advice if required to confirm contractual rights and obligations |
| 4. Mitigate business risks | 4.1 Analyse business activities and identify applicable risk management requirements<br>4.2 Assess probability and impact of identified internal and external risks to business<br>4.3 Develop a plan to prioritise and treat risks<br>4.4 Implement procedures to mitigate risks according to risk treatment plan |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| Skill | Description |
|---|---|
| Learning | • Accesses information to maintain up-to-date information on legal and risk management requirements |
| Reading | • Identifies, analyses and evaluates a range of complex text to determine legislative, regulatory and related business requirements |
| Writing | • Prepares written plans and workplace documentation that communicate information clearly and effectively |
| Oral communication | • Uses specific and relevant language to clearly articulate legal issues, and uses questioning and listening techniques to clarify solutions<br>• Participates in verbal negotiations using tone and language suitable to audience |
| Numeracy | • Reviews, analyses and contrasts numerical data which may be embedded in documents |
| Self-management | • Monitors adherence to workplace procedures and legislative requirements |
| Planning and | • Implements actions as per plans and makes adjustments if necessary |


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| Skill | Description |
|---|---|
| organising | and addressing unexpected issues |

# Unit Mapping Information

Supersedes and is equivalent to BSBSMB401 Establish legal and risk management requirements of small business.

Supersedes but is not equivalent to:

- BSBIPR405 Protect and use intangible assets in small business
- BSBSMB410 Review and implement energy efficiency in business operations.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBESB402 Establish legal and risk management requirements of new business ventures

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- establish legal and risk management requirements for at least one business or new business venture, and implement procedures for meeting them
- create at least one contract with a supplier of goods or services to business or new business venture
- identify, assess and treat at least three different risks specific to business or new business venture and prioritise risks with highest probability of occurrence and greatest negative impact.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and regulatory requirements relating to operation of new business ventures, including:
  - consumer legislation
  - environmental requirements and responsibilities
  - registration and licensing
  - industry codes of practice and standards
  - work health and safety (WHS) requirements and responsibilities
  - insurance products and requirements, including adequate coverage
- workplace procedures for:
  - negotiating, creating and terminating contractual arrangements, including seeking legal advice
  - investigating and securing procurement rights relating to products and/or services
  - identifying options for leasing or owning business premises
- legal rights and obligations of alternative ownership structures


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- key features of workplace record-keeping processes and procedures that:
  - meet minimum legal and taxation requirements
  - maintain records in a secure and accessible manner
- key components of compliance procedures:
  - following taxation and industrial relations principles and requirements
  - updating and maintaining legal documents
  - investigating areas of non-compliance
  - monitoring provision of products and/or services
  - taking corrective action where necessary
- key steps in risk management process, including procedures for developing and implementing business risk treatment plan.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- business technology, including internet access
- legislation, regulations, codes of practice and standards relating to business described in performance evidence
- workplace documentation and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBESB404 Market new business ventures

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to develop and implement a marketing strategy that is integrated into the business plan in order to improve the performance of a business venture. It involves analysing and interpreting market data.

The unit applies to those establishing a business providing self-employment, as well as those establishing a new venture as part of a larger organisation.

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

## Unit Sector

Business Competence – Entrepreneurship and Small Business

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Develop marketing strategy for business venture | 1.1 Identify focus of marketing activities according to business plan objectives and products and/or services being provided<br>1.2 Establish marketing objectives in consultation with required people and according to business plan and workplace procedures<br>1.3 Identify customer base, target market and competitors according to identified marketing objectives<br>1.4 Establish and evaluate strategy to ensure ethical and cultural appropriateness and alignment with customer and industry expectations |
| 2. Establish marketing | 2.1 Assess product mix, volumes and pricing opportunities |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| mix for the business venture | according to marketing focus and business plan objectives<br>2.2 Research and evaluate costs and benefits of available distribution channels and customer service strategies<br>2.3 Select marketing and promotional activities to suit target market and according to marketing strategies<br>2.4 Analyse customer journey to evaluate marketing mix |
| 3. Implement marketing strategy | 3.1 Plan marketing activities according to marketing objectives and strategy and budgetary requirements<br>3.2 Communicate roles and responsibilities to required people according to marketing plan and workplace procedures<br>3.3 Monitor implementation of marketing activities according to marketing plan<br>3.4 Assess use of digital devices, platforms and technologies for effectiveness in implementing marketing activities |
| 4. Evaluate marketing performance | 4.1 Assess business performance according to business plan objectives<br>4.2 Develop a plan to address performance gaps<br>4.3 Analyse stakeholder response to all aspects of marketing mix to improve targeting and outcomes<br>4.4 Assess changes in customer requirements in both online and offline environments, where applicable, and identify opportunities for improvement |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| Skill | Description |
|---|---|
| Reading | • Identifies, analyses and evaluates complex information from a range of sources |
| Writing | • Prepares plans and other workplace documentation using structure, layout and terminology appropriate to audience |
| Oral communication | • Presents ideas and requirements clearly and using language and non-verbal techniques appropriate to audience and environment<br>• Uses questioning and listening to check and confirm understanding |
| Numeracy | • Analyses numerical information to determine budgetary requirements and product quantities<br>• Uses a range of calculation methods to evaluate costs and benefits |


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| Skill | Description |
|---|---|
| Initiative and enterprise | • Reviews current situation and develops strategies to address improvements in marketing performance<br>• Implements actions as per plan, making slight adjustments if necessary and addressing some unexpected issues<br>• Uses formal and informal processes to monitor implementation of solutions |
| Planning and organising | • Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency |

# Unit Mapping Information

Supersedes and is equivalent to BSBSMB403 Market the small business.

Supersedes but is not equivalent to BSBSMB409 Build and maintain relationships with small business stakeholders.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBESB404 Market new business ventures

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop and implement a marketing strategy for a business or new business venture, addressing activities in the digital environment.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- workplace processes and procedures for:
  - developing marketing objectives and marketing mix
  - identifying industry market trends relating to marketing new business ventures
  - communicating roles and responsibilities in marketing strategies to those involved
- key features of a marketing mix that addresses market and business venture needs and:
  - optimises sales and profit
  - evaluates costs and benefits
  - determines customer needs and promotional activities
- ethically and culturally appropriate practices relating to marketing new business ventures
- performance evaluation methods relating to marketing strategies
- methods of:
  - analysing costs and benefits of marketing strategies
  - monitoring customer satisfaction
  - conducting market analysis and research
- key features of current digital devices, platforms and technologies that achieve marketing objectives by engaging, responding to and monitoring customers.


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# Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- business technology, including software for analysis of data
- workplace documentation and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBESB406 Establish operational strategies and procedures for new business ventures

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to develop and implement operational strategies and procedures for new businesses.

The unit applies to those establishing a business providing self-employment, as well as those establishing a new venture as part of a larger organisation.

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

## Unit Sector

Business Competence – Entrepreneurship and Small Business

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Review operational strategies and procedures for business or new business venture | 1.1 Develop a detailed operational plan that sets out clear action points to fulfil on business goals and objectives<br>1.2 Identify work health and safety (WHS) and environmental issues and implement strategies to minimise risk factors<br>1.3 Review and evaluate, where appropriate, a quality assurance process for the business in line with industry standards, compliance requirements and cultural criteria<br>1.4 Develop operational key performance indicators (KPIs) that align to business plan<br>1.5 Align KPIs to business strategies, including utilisation of existing or new technologies, where practicable, to optimise |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | business performance |
| 2. Implement developed operational strategies and procedures | 2.1 Implement systems to evaluate business performance and customer satisfaction, including by setting KPIs or targets<br>2.2 Implement systems to control stock, expenditure or cost, wastage or shrinkage and risks to health and safety according to business plan, incorporating new digital technologies where applicable<br>2.3 Identify and manage staffing requirements, considering a range of permanent and flexible arrangements, and adhering to budgetary constraints<br>2.4 Provide products and/or services according to established legal, ethical cultural and technical standards<br>2.5 Provide products and/or services according to time, cost and quality specifications, and customer requirements, incorporating new digital technologies where applicable<br>2.6 Apply quality procedures to address product and/or service and customer requirements |
| 3. Evaluate business performance | 3.1 Use digital technologies to regularly evaluate and review achievement of operational targets to ensure optimum business performance, according to business goals and objectives<br>3.2 Review and document systems and structures to support business performance<br>3.3 Investigate and analyse operating problems to establish causes and implement changes as required, as part of business quality system<br>3.4 Update operational policies and procedures to incorporate corrective action |
| 4. Review business operations | 4.1 Review and adjust business operations to increase business success, according to business goals and objectives<br>4.2 Research and implement new and emerging digital technologies into business operations according to business goals and objectives and workplace procedures<br>4.3 Research new business opportunities and adjust business goals and objectives as new opportunities arise |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*


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| Skill | Description |
|---|---|
| Reading | • Evaluates complex text to determine legislative, regulatory and workplace documentation |
| Writing | • Prepares written reports and workplace documentation that communicate information clearly and effectively |
| Numeracy | • Interprets numerical information to manage performance information and regulate cash flow |
| Self-management | • Evaluates adherence to workplace policies and procedures and considers own role for its contribution to broader goals of work environment<br>• Identifies implications of legal and regulatory responsibilities for own work, with specific reference to safety<br>• Identifies concepts, principles and features of approaches in use in other contexts and applies them to own situation |
| Planning and organising | • Develops plans to manage relatively complex, non-routine tasks that may contribute to longer-term operational and strategic goals |

# Unit Mapping Information

Supersedes and is equivalent to BSBSMB420 Evaluate and develop small business operations.

Supersedes but is not equivalent to:

- BSBFRA401 Manage compliance with franchisee obligations and legislative requirements
- BSBFRA402 Establish a franchise
- BSBFRA403 Manage relationship with franchisor
- BSBFRA404 Manage a multiple-site franchise
- BSBFRA501 Establish a franchise operation
- BSBFRA502 Manage a franchise operation
- BSBFRA503 Manage establishment of new sites or regions
- BSBFRA504 Manage relationships with franchisees
- BSBFRA505 Manage closure of a franchise
- BSBIPR501 Manage intellectual property to protect and grow business
- BSBSMB423 Create a digital technology plan for small business.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBESB406 Establish operational strategies and procedures for new business ventures

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop strategies and procedures to manage operations for at least one new business or new business venture, including:
  - an operational plan
  - risk management procedures
  - a quality assurance process
  - performance measures.

In the course of the above, the candidate must:

- use existing, new and emerging digital technologies to optimise business performance
- research and record business improvements.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislation, regulations, industry codes of practice and standards specific to small business described in performance evidence
- key features of methods for implementing operation and revenue control systems, including for controlling stock and expenditure
- methods for evaluating performance and implementing improvements, including:
  - identifying and meeting staffing requirements
  - analysing and correcting business problems
  - reviewing and adjusting the business plan
- work health and safety (WHS) responsibilities and procedures for managing hazards and assessing risks associated with business described in performance evidence
- principles of risk management, including risk assessment


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- quality assurance system principles and methods
- role of digital technologies and innovation in modern business
- key features of systems to manage staff, stock, expenditure, services and customer service
- key features of required technical or specialist skills relevant to business operations
- workplace procedures for implementing new and emerging digital technologies into business operations.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- business equipment and resources, including business technology
- legislation, regulations, codes of practice and standards relating to business described in performance evidence
- workplace documentation and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBESB407 Manage finances for new business ventures

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to implement and review financial management strategies, including by using new and emerging digital technologies and interpreting financial reports and other numerical data.

The unit applies to those establishing a business providing self-employment, as well as those establishing a new venture as part of a larger organisation.

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

## Unit Sector

Business Competence – Entrepreneurship and Small Business

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Implement financial strategy | 1.1 Identify financial information requirements and obtain specialist services, as required<br>1.2 Produce financial budgets or projections for each forward period, and distribute to required people according to legal requirements and workplace procedures<br>1.3 Develop a plan to negotiate and manage business capital to best enable implementation of the business plan<br>1.4 Develop and maintain strategies and enable adequate financial provision for taxation according to legal requirements<br>1.5 Develop, monitor and maintain client credit policies to maximise cash flow |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 1.6 Select key performance indicators (KPIs) to enable ongoing monitoring of financial performance in line with business plan<br>1.7 Record and communicate financial procedures to required personnel to facilitate implementation of business plan according to workplace procedures |
| 2. Monitor financial performance | 2.1 Use available systems to monitor and report on financial performance targets, and analyse data to establish extent to which financial goals have been met<br>2.2 Monitor marketing and operational strategies for their effects on financial goals<br>2.3 Calculate and evaluate financial ratios according to own business and/or industry benchmarks |
| 3. Review financial performance | 3.1 Assess financial strategy to determine whether variations or alternative plans are needed according to workplace procedures, and change as required<br>3.2 Research and implement, with relevant personnel, new and emerging digital technologies to boost business profitability according to business plan |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| Skill | Description |
|---|---|
| Reading | • Evaluates complex text to determine legislative, regulatory and workplace documentation |
| Writing | • Prepares written reports and workplace documentation that communicate complex information clearly and effectively |
| Oral communication | • Articulates clearly using specific and relevant language suitable to audience to convey requirements, and employs listening and questioning techniques to confirm understanding |
| Numeracy | • Interprets numerical information to calculate required financial information |
| Self-management | • Identifies implications of legal and regulatory responsibilities for own work<br>• Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role |
| Initiative and | • Uses formal and informal processes to monitor implementation of ideas and analyse outcomes |


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| Skill | Description |
|---|---|
| enterprise | |
| Planning and organising | • Develops plans to manage relatively complex, non-routine tasks that may contribute to longer-term operational and strategic goals |

# Unit Mapping Information

Supersedes and is equivalent to BSBSMB421 Manage small business finances.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBESB407 Manage finances for new business ventures

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- implement a financial strategy for at least one business or new business venture according to business plan and goals.

In the course of the above, the candidate must:

- adhere to legal requirements
- produce financial projections, including cash flow estimates
- develop a plan to negotiate and manage business assets and financial capital
- define strategies for debt collection and contingencies for debtors
- manage cash flow
- define key indicators for financial performance
- communicate with required people
- seek specialist services, where required
- monitor the financial performance of the business and make changes to strategy as required
- identify opportunities to implement new and emerging digital technologies to support the financial management of the business.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and regulatory financial requirements that apply to new business venture described in performance evidence
- key purposes of financial reports
- components of financial budgets or projections, including cash flow estimates
- workplace procedures for:
  - recording and communicating financial procedures to required personnel


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    - distributing financial budgets and projections
    - using digital technologies to monitor and report on financial performance targets and analyse data
    - assessing and changing financial plan
- forms, channels and modes of communication used in relation to managing business finances
- key features of business and industry benchmarking used to evaluate financial ratios
- key features of financial decision-making relevant to the business, including:
    - strategies that enable adequate financial provision for taxation
- components of client credit policies, including contingencies for debtors in default
- key features of significant financial indicators
- key features of balance sheet preparation and interpretation
- key features of debt collection procedures and strategies
- key features of profit and loss statement preparation and interpretation
- key features of stock records and stock control relevant to the business.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- business equipment and resources, including business technology
- legislation, regulations, codes of practice and standards relating to business described in performance evidence
- workplace documentation and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBFIN302 Maintain financial records

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to maintain daily financial records such as reconciling systems for debtors and creditors, preparing and maintaining a general ledger and trial balance. It also includes activities associated with monitoring cash control for accounting purposes.

The unit applies to individuals employed in a range of work environments with responsibility for simple accounting functions within an organisation. They may work as individuals providing administrative support within an enterprise or may be other members of staff with delegated responsibilities relating to maintenance of general financial records.

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

## Unit Sector

Business Competence – Financial Literacy

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare journals required for posting to general ledger | 1.1 Identify transactions required to be included in journal entries<br>1.2 Identify general ledger accounts affected according to organisational policies, procedures and accounting standards<br>1.3 Prepare and document the journal entries according to organisational policies, procedures and accounting standards<br>1.4 Assess follow-up steps for journal entries |
| 2. Post journal entries and reconcile | 2.1 Post journal entries into general ledger system according to organisational policies, procedures and accounting standards |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| discrepancies | 2.2 Reconcile accounts payable and accounts receivable subsidiary ledger systems with general ledger<br>2.3 Rectify any discrepancies and escalate, where required if outside scope of individual authority<br>2.4 Prepare adjusted journal entries and closing entries for general ledger |
| 3. Maintain general ledger | 3.1 Prepare closing and post-closing trial balance from general ledger system of the organisation<br>3.2 Prepare trial balance<br>3.3 Check general ledger for accuracy of information and despatch to relevant stakeholders, where required<br>3.4 Check trial balance meets accounting equation requirements |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| Skill | Description |
|---|---|
| Numeracy | • Uses a limited range of mathematical calculations to reconcile amounts using whole numbers and decimals<br>• Integrates data from different sources and records numerical information in a format appropriate to context and purpose of material<br>• Arranges and compares numerical information |
| Reading | • Recognises and interprets numerical and textual information to determine job requirements and complete required activities |
| Writing | • Uses factual and suitable financial language to refer issues and inconsistencies in data |
| Teamwork | • Recognises strengths and expertise of others and seeks their assistance as required |
| Planning and organising | • Identifies and monitors adherence to applicable industry standards, legislative and organisational requirements in undertaking own work |
| Self-management | • Selects appropriate practices and protocols when handling confidential information<br>• Recognises and addresses problems in the context of own work and seeks advice from others, as necessary |
| Technology | • Uses digital technologies to access, record, store, organise and |


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| Skill | Description |
|---|---|
| | compile data as required |

# Unit Mapping Information

No equivalent unit. Supersedes but is not equivalent to:

- BSBFIA301 Maintain financial records
- BSBFIA304 Maintain a general ledger
- BSBINT306 Apply knowledge of international finance and insurance to complete work requirements.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBFIN302 Maintain financial records

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- record and process daily transactions for five different days, and identify and respond to discrepancies and errors, according to accounting principles.

In the course of the above, the candidate must:

- enter, transfer and record financial data.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key provisions of relevant legislation, codes of practice and national standards that may affect both:
  - financial record keeping
  - aspects of financial operations
- key components of organisational accounting systems and procedures
- procedures for checking for errors or discrepancies
- organisational policies and procedures relating to maintaining financial records
- types of financial entries including credits and debits
- tax records required to be kept by businesses
- principles of double entry bookkeeping and accrual accounting
- methods of presenting financial data
- processes for rectifying or referring discrepancies or errors in documentation or transactions to designated persons according to organisational and legislative requirements
- accounting software used in the maintenance of financial records.


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# Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- accounting software
- examples of source documents relating to financial record keeping including source journals and daily transactions.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBFLM303 Contribute to effective workplace relationships

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Application

This unit describes the skills and knowledge required to gather information and maintain effective relationships and networks, with particular regard to communication and representation.

This unit applies to individuals who use leadership skills including motivation, mentoring and coaching to develop efficient, effective and unified teams and facilitate communication between team members and management of the organisation.

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

## Unit Sector

Management and Leadership – Frontline Management

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1 Seek, receive and communicate information and ideas | 1.1 Collect information associated with the achievement of work responsibilities from appropriate sources<br>1.2 Communicate ideas and information to diverse audiences in an appropriate and sensitive manner<br>1.3 Seek contributions from internal and external sources to develop and refine new ideas and approaches in accordance with organisational processes |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 1.4 Facilitate consultation processes to allow employees to contribute to issues related to their work, and promptly communicate outcomes of consultation to the work team<br>1.5 Promptly deal with and resolve issues raised, or refer them to relevant personnel |
| 2 Encourage trust and confidence | 2.1 Treat people with integrity, respect and empathy<br>2.2 Encourage effective relationships within the framework of the organisation's social, ethical and business standards<br>2.3 Gain and maintain the trust and confidence of colleagues, customers and suppliers through competent performance<br>2.4 Adjust interpersonal styles and methods in relation to the organisation's social and cultural environment |
| 3 Identify and use networks and relationships | 3.1 Identify and utilise workplace networks to help build relationships<br>3.2 Identify and describe the value and benefits of networks and other work relationships for the team and the organisation |
| 4 Contribute to positive outcomes | 4.1 Identify difficulties and take action to rectify the situation within own level of responsibility according to organisational and legal requirements<br>4.2 Support colleagues in resolving work difficulties<br>4.3 Regularly review workplace outcomes and implement improvements in consultation with relevant personnel<br>4.4 Identify and resolve poor work performance within own level of responsibility and according to organisational policies<br>4.5 Deal constructively with conflict, within the organisation's established processes |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Reading | 1.1, 1.3, 1.4, 1.5, 4.3 | • Comprehends textual information to determine regulatory requirements and adhere to job processes |


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| | | |
|---|---|---|
| | | and internal policies |
| Writing | 1.1-1.5, 4.3, 4.4, 4.5 | • Uses appropriate language to record key information related to the outcomes of the job<br>• Varies writing style to meet requirements of audience and purpose |
| Oral Communication | 1.2-1.5, 2.1, 2.2, 2.4, 3.1, 4.2-4.5 | • Speaks clearly using tone and pace appropriate for the audience and purpose<br>• Uses appropriate techniques, including active listening and questioning, to clarify information and to confirm understanding |
| Navigate the world of work | 1.3, 2.1, 2.2, 2.4, 4.1, 4.4, 4.5 | • Takes personal responsibility for adherence to explicit and implicit organisational policies, procedures, standards and legislative requirements within own job role and in all interactions with others |
| Interact with others | 1.2, 1.3, 1.4, 1.5<br>2.1, 2.2, 2.3, 2.4<br>4.2, 4.3, 4.4, 4.5 | • Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to build rapport, establish networks, seek or share information,<br>• Adjusts personal communication style in response to a diverse range of individuals in the work context<br>• Uses collaborative techniques to engage team members in consultations and negotiations<br>• Implements strategies to respond appropriately to conflict and poor work performance |
| Get the work done | 1.1, 1.3, 1.4,1.5, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4 | • Takes responsibility for planning, sequencing and prioritising tasks and own workload for effective outcomes<br>• Uses formal analytical thinking techniques and broad ranging consultative processes to identify issues and implement a constructive approach to solutions and improvement opportunities<br>• Uses familiar digital technologies and systems to access, present and communicate information |

# Unit Mapping Information

| **Code and title current version** | **Code and title previous version** | **Comments** | **Equivalence status** |
|---|---|---|---|
| BSBFLM303 Contribute to effective workplace | BSBFLM303C Contribute to effective workplace | Updated to meet Standards for Training Packages | Equivalent unit |


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| Code and title current version | Code and title previous version | Comments | Equivalence status |
|---|---|---|---|
| relationships | relationships | | |

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBFLM303 Contribute to effective workplace relationships

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- access and analyse information to achieve planned outcomes
- apply techniques for resolving problems and conflicts and dealing with poor performance within organisational and legislative requirements
- review and improve workplace outcomes in consultation with relevant personnel
- adjust interpersonal style and communications to respond to cultural and social diversity
- apply relationship management and communication skills with a range of people that:
  - demonstrate integrity, respect, empathy and cultural sensitivity and promote trust
  - forge effective relationships with internal and/or external people and help to maintain these networks
  - encourage participation and foster contribution of and respect for ideas and feedback
  - provide support to colleagues to resolve difficulties.
- communicate ideas and information to diverse audiences
- develop networks and build team relationships.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- give examples of how work relationships and the cultural and social environment can support or hinder achieving planned outcomes
- explain techniques for developing positive work relationships and building trust and confidence in a team
- identify relevant legislation from all levels of government that affects business operation


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- describe a range of methods and techniques for communicating information and ideas to a range of stakeholders
- outline problems solving methods
- explain methods to resolve workplace conflict
- explain methods to manage poor work performance
- explain how to monitor, analyse and introduce ways to improve work relationships.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management field of work and include access to:

- relevant legislation and regulations
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBFLM309 Support continuous improvement systems and processes

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Application

This unit describes the skills and knowledge required to support the organisation's continuous improvement systems and processes. Particular emphasis is on actively encouraging the team to participate in the process, monitoring and reporting on specified outcomes and supporting opportunities for further improvements.

It applies to individuals with roles of responsibility who use initiative, organisational and communication skills to influence the ongoing development of the organisation.

At this level, work will normally be carried out within known routines, methods and procedures, and may also involve complex or non-routine activities that require some discretion and judgement.

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

## Unit Sector

Management and Leadership – Frontline Management

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1 Contribute to continuous improvement systems and processes | 1.1 Actively encourage and support team members to participate in decision-making processes and to assume responsibility and exercise initiative |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 1.2 Communicate the organisation's continuous improvement processes to individuals and teams<br>1.3 Effectively utilise mentoring and coaching to ensure that individuals/teams are able to support the organisation's continuous improvement processes |
| 2 Monitor and report specified outcomes | 2.1 Utilise the organisation's systems and technology to monitor team progress and to identify ways in which planning and operations could be improved<br>2.2 Apply continuous improvement techniques and processes to improve customer service |
| 3 Support opportunities for further improvement | 3.1 Communicate agreed recommendations for improvements in achieving the business plan to team members<br>3.2 Document and use work performance to identify opportunities for further improvement<br>3.3 Maintain records, reports and recommendations for improvement within the organisation's systems and processes |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Learning | 1.3 | • Contributes to ongoing organisational improvement by mentoring others to support continuous improvement processes |
| Reading | 2.1, 3.3 | • Interprets everyday workplace documentation |
| Writing | 1.2, 3.1-3.3 | • Uses appropriate vocabulary and grammatical structures to achieve precise meaning in a range of documentation |
| Oral Communication | 1.1-1.3, 3.1 | • Articulates information in a positive manner using appropriate terminology, tone and style appropriate to context and audience<br>• Uses questioning and listening techniques to exchange and clarify information |


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| | | |
|---|---|---|
| Navigate the world of work | 1.2, 3.3 | • Understands the nature and purpose of own role and associated responsibilities and how own role meshes with others and contributes to broader work goals<br>• Takes responsibility for adherence to organisational processes and systems |
| Interact with others | 1.2, 1.3 | • Shares information and resources, offers assistance voluntarily and facilitates effective group interactions |
| Get the work done | 2.1, 2.2, 3.2, 3.3 | • Takes responsibility for routine low-impact decisions within familiar situations<br>• Evaluates effectiveness of decisions in terms of how well they meet stated goals<br>• Uses a range of digitally based technology and applications to organise, monitor, manage and communicate relevant information effectively |

# Unit Mapping Information

| **Code and title current version** | **Code and title previous version** | **Comments** | **Equivalence status** |
|---|---|---|---|
| BSBFLM309 Support continuous improvement systems and processes | BSBFLM309C Support continuous improvement systems and processes | Updated to meet Standards for Training Packages | Equivalent unit |

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBFLM309 Support continuous improvement systems and processes

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- perform actions to support continuous improvement including:
  - using work performance to identify improvement
  - adjusting plans to reflect changes
  - communicating effectively with all stakeholders
  - using technology to monitor operational progress
  - applying suitable recordkeeping processes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain principles and techniques relating to:
  - continuous improvement systems and processes
  - benchmarking
  - best practice
- describe the benefits of continuous improvement
- list quality approaches which the organisation may implement
- explain methods that can be used in continuous improvement
- outline barriers to continuous improvement
- explain recording, reporting and recommendation processes to facilitate continuous improvement applied within the organisation.


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# Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others
- business technology.

Assessors must satisfy NVR/AQTF assessor requirements.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBINN201 Contribute to workplace innovation

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Application

This unit describes the skills and knowledge required to make a pro-active and positive contribution to workplace innovation.

It applies to individuals working in any industry or community context, in both small and large organisations who take a pro-active approach to identifying, suggesting and developing ideas about better ways of doing things at a practical operational level in a specific area of activity. While the individual's overall work is undertaken with some supervision and guidance, they apply discretion, judgement and effective interpersonal skills in order to contribute to workplace innovation.

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

## Unit Sector

Creativity and Innovation – Innovation

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1 Identify opportunities to do things better | 1.1 Be aware of own role in workplace innovation<br>1.2 Proactively identify opportunities for improvement in own area of work<br>1.3 Gather and review information which may be relevant to ideas and which might assist in gaining support for ideas |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| 2 Discuss and develop ideas with others | 2.1 Identify people who could provide input into ideas for improvements<br>2.2 Select the best way of approaching people to begin sharing ideas<br>2.3 Seek feedback on improvement of ideas, and discuss and develop options and possible variations<br>2.4 Review and select ideas for follow up based on feedback and further review |
| 3 Address the practicalities of change | 3.1 Take action to implement routine changes in consultation with others and within scope of own responsibility<br>3.2 Identify and articulate issues and practical processes for implementing proposed ideas<br>3.3 Present ideas and practical suggestions to the appropriate people about how improvements could be made |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Reading | 1.3, 2.4, 3.2 | • Categorises, interprets and reviews information from a range of sources to generate ideas relevant to the workplace |
| Writing | 3.2, 3.3 | • Communicates information using clear language and formats appropriate for the audience |
| Oral Communication | 2.3, 3.1, 3.2, 3.3 | • Actively participates in verbal exchanges of ideas and elicits the view and opinions of others by listening and questioning<br>• Uses clear and relevant language to clarify workplace issues and promote ideas |
| Numeracy | 1.3, 3.2 | • Performs basic mathematical calculations to estimate time and cost in relation to implementation of ideas |
| Navigate the world of work | 1.1, 1.2, 3.1 | • Understands responsibilities of own role |
| Interact with | 2.3, 3.1-3.3 | • Follows accepted communication practices and protocols when discussing or presenting ideas to others |


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| | | |
|---|---|---|
| others | | • Seeks and takes into account perspectives and opinions of others |
| Get the work done | 1.2, 1.3, 2.1, 2.2, 2.4, 3.1-3.3 | • Plans and implements routine tasks making limited decisions and seeking assistance, when necessary<br>• Uses analytical or lateral thinking processes to identify improvements or new ways of approaching tasks<br>• Identifies and anticipates operational problems and develops possible solutions |

# Unit Mapping Information

| **Code and title current version** | **Code and title previous version** | **Comments** | **Equivalence status** |
|---|---|---|---|
| BSBINN201 Contribute to workplace innovation | BSBINN201A Contribute to workplace innovation | Updated to meet Standards for Training Packages | Equivalent unit |

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBINN201 Contribute to workplace innovation

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- identify ideas for improvements and use information from a range of sources including other people to review and select ideas to put forward for implementation
- communicate the ideas and seek input from others in order to identify how the ideas could be implemented
- implement routine changes within scope of responsibility.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the role of individuals in suggesting and making improvements and the importance of pro-active involvement
- list the positive impacts and the challenges of change and innovation
- provide examples of the types of changes that can occur as a result of effective individual participation within own scope of responsibility
- give examples of the types of changes that are within and outside own scope of responsibility
- list typical reasons why suggested improvements or innovations may not be implemented, including operational and management constraints
- explain how to prepare and communicate ideas for improvement to maximise likelihood of support.


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# Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the creativity and innovation and include access to:

- workplace documents
- case studies and, where possible, real situations
- office equipment and resources
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBITU306 Design and produce business documents

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Application

This unit describes the skills and knowledge required to design and produce various business documents and publications. It includes selecting and using a range of functions on a variety of computer applications.

It applies to individuals who possess fundamental skills in computer operations and keyboarding. They may exercise discretion and judgement using appropriate theoretical knowledge of document design and production to provide technical advice and support to a team.

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

## Unit Sector

Information and Communications Technology – IT Use

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Select and prepare resources | 1.1 Select and use appropriate technology and software applications to produce required business documents<br>1.2 Select layout and style of publication according to information and organisational requirements<br>1.3 Ensure document design is consistent with company and/or client requirements, using basic design principles |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 1.4 Discuss and clarify format and style with person requesting document/publication |
| 2. Design document | 2.1 Identify, open and generate files and records according to task and organisational requirements<br>2.2 Design document to ensure efficient entry of information and to maximise presentation and appearance of information<br>2.3 Use a range of functions to ensure consistency of design and layout<br>2.4 Operate input devices within designated requirements |
| 3. Produce document | 3.1 Complete document production within designated timelines according to organisational requirements<br>3.2 Check document produced to ensure it meets task requirements for style and layout<br>3.3 Store document appropriately and save document to avoid loss of data<br>3.4 Use manuals, training booklets and/or help-desks to overcome basic difficulties with document design and production |
| 4. Finalise document | 4.1 Proofread document for readability, accuracy and consistency of language, style and layout prior to final output<br>4.2 Make any modifications to document to meet requirements<br>4.3 Name and store document in accordance with organisational requirements and exit application without data loss/damage<br>4.4 Print and present document according to requirements |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Reading | 2.1, 2.2, 3.2, 3.4, 4.1 | • Recognises and interprets textual information from a range of sources to determine and adhere to requirements<br>• Applies strategies to self-correct and verify clarity and conformity of information |


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| | | |
|---|---|---|
| Writing | 2.2, 2.3, 3.1, 4.2, 4.3 | • Develops documents using required format, accurate spelling and grammar and terminology specific to requirements<br>• Organises content to support purposes and audience of material, using clear and logical language |
| Oral Communication | 1.4 | • Confirms requirements with relevant personnel using specific terminology and listening and questioning techniques |
| Navigate the world of work | 1.2, 1.3, 2.1, 2.4, 3.1, 3.2, 4.2-4.4 | • Recognises and follows explicit and implicit protocols and meets expectations associated with own role |
| Interact with others | 1.4 | • Selects and uses appropriate conventions and protocols when communicating in a range of familiar work contexts |
| Get the work done | 1.1-1.3, 2.1-2.4, 3.1-3.4, 4.1-4.4 | • Uses basic features and functions within applications to access, store, organise data and perform routine work tasks |

# Unit Mapping Information

| **Code and title current version** | **Code and title previous version** | **Comments** | **Equivalence status** |
|---|---|---|---|
| BSBITU306 Design and produce business documents | BSBITU306A Design and produce business documents | Updated to meet Standards for Training Packages | Equivalent unit |

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBITU306 Design and produce business documents

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- select appropriate technology and software for design and production of business documents
- adhere to organisational requirements when:
  - selecting layout and style
  - opening and generating files
  - producing documents within designated timelines
  - naming and storing documents
  - printing and presenting documents
- adhere to task requirements when producing documents including:
  - applying basic design principles
  - applying consistent formatting
  - using appropriate styles
  - using correct layouts
  - proofreading as required
- use appropriate data storage options
- apply knowledge of functions and features of contemporary computer applications
- print and present completed documents.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify appropriate technology for production requirements


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- describe functions and features of contemporary computer applications
- outline organisational policies, plans and procedures
- list organisational requirements for document design e.g. style guide.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

- office equipment and resources
- relevant software applications
- examples of style guides
- organisational procedures.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBLDR413 Lead effective workplace relationships

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills, knowledge and outcomes required to use leadership to promote team cohesion. It includes motivating, mentoring, coaching and developing the team and forming the bridge between the management of the organisation and team members.

The unit applies to team leaders, supervisors and new or emerging managers where leadership plays a role in developing and maintaining effective workplace relationships. It applies in any industry or community context. At this level work will normally be carried out within routine and non-routine methods and procedures, which require planning, evaluation, leadership and guidance of others.

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

## Unit Sector

Social Competence – Leadership

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare to lead workplace relationships | 1.1 Identify work team objectives according to organisational strategy<br>1.2 Collect and analyse information for the achievement of work task<br>1.3 Share ideas and information with relevant internal and external stakeholders according to work task<br>1.4 Develop strategy for completion of work task in collaboration with work team |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| 2. Lead workplace relationships | 2.1 Identify and implement methods to facilitate collaboration to complete work task<br>2.2 Support colleagues experiencing difficulties fulfilling work requirements<br>2.3 Manage conflict constructively within the organisation's processes and parameters of own role<br>2.4 Communicate work progress to relevant internal and external stakeholders |
| 3. Review leadership | 3.1 Seek feedback on relationship management for work task from relevant stakeholders<br>3.2 Analyse feedback on relationship management<br>3.3 Evaluate personal performance in leading workplace relationships<br>3.4 Identify areas of improvement for leading workplace relationships future work tasks |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| SKILL | DESCRIPTION |
|---|---|
| Reading | • Collects, analyses and evaluates textual information from a range of resources to inform improvement strategies |
| Oral Communication | • Selects or adjusts communication style to maintain effectiveness of interaction and build and maintain engagement consistent with organisational requirements |
| Initiative and enterprise | • Identifies and follows legislative and organisational requirements relevant to own role |
| Teamwork | • Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders<br>• Adapts personal communication style to build trust and positive working relationships and to show respect for the opinions, values and particular needs of others<br>• Plays a lead role in situations requiring effective collaboration, demonstrating conflict resolution skills and ability to engage and motivate others |
| Planning and | • Plans and implements activities and processes to manage and review work performance |


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| | |
|---|---|
| organising | • Systematically gathers and analyses all relevant information to formulate and evaluate possible solutions to difficulties |

# Unit Mapping Information

Supersedes and is equivalent to BSBLDR402 Lead effective workplace relationships.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBLDR413 Lead effective workplace relationships

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- lead effective workplace relationships on at least four occasions with different individuals or groups.

In the course of the above, the candidate must:

- access and analyse information required to achieve planned outcomes
- collaborate with work team to develop and implement a work task strategy
- apply techniques for resolving problems and conflicts, and dealing with poor performance according to organisational and legislative requirements
- monitor and communicate work progress to relevant internal and external stakeholders
- seek and review feedback to improve workplace leadership.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- considerations for communicating information including audience cultural and social diversity
- consultation processes including internal and external sources of consultees
- impacts of relationships, cultural and social environment, in supporting or hindering the achievement of planned outcomes
- techniques for developing positive work relationships and building trust and confidence in a team, including:
  - interpersonal styles
  - communications
  - consultation
  - cultural and social sensitivity
  - networking


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- impact of legislation and organisational policies on workplace relationships
- techniques for communicating information and ideas to a range of stakeholders
- common methods to resolve workplace conflict
- common methods to manage poor work performance
- common methods to monitor, analyse and improve work relationships.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulations, standards and codes relevant to performance evidence
- workplace documentation and resources
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBLDR414 Lead team effectiveness

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills, knowledge and outcomes required to lead the performance of a team and to develop team cohesion.

The unit applies team leaders, supervisors and new emerging managers who have an important leadership role in the development of efficient and effective work teams. Leaders at this level also provide leadership for the team and bridge the gap between the management of the organisation and the team members. As such they must 'manage up' as well as manage their team/s.

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

## Unit Sector

Social Competence – Leadership

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Plan team outcomes | 1.1 Lead team to identify and establish team objectives and work processes<br>1.2 Support team to document identified objectives and work processes according to organisational processes<br>1.3 Encourage team members to incorporate innovation and productivity measures in work plans<br>1.4 Lead and support team members to meet expected outcomes |
| 2. Promote team cohesion | 2.1 Provide opportunities for input of team members into planning, decision making and operational aspects of work team |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 2.2 Support team members to take responsibility for own work and to assist each other in undertaking required roles and responsibilities<br>2.3 Provide feedback to team members on their efforts and contributions<br>2.4 Address or refer issues, concerns and problems identified by team members<br>2.5 Model expected behaviours and approaches |
| 3. Supervise team performance | 3.1 Encourage team members to participate in and take responsibility for team activities and communication processes<br>3.2 Support team to identify and resolve problems which impede performance<br>3.3 Ensure own contribution to work team serves as a role model for others |
| 4. Liaise with management | 4.1 Establish open communication with line management<br>4.2 Communicate information from line management to the team<br>4.3 Communicate unresolved issues, concerns and problems raised by the team to line management to action<br>4.4 Communicate issues raised by management to the team to action |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| SKILL | DESCRIPTION |
|---|---|
| Writing | • Prepares workplace plans that communicate intent and elicits feedback clearly and effectively |
| Oral communication | • Engages in discussions or provides information using structure and language appropriate to the audience and situation |
| Teamwork | • Selects and uses appropriate conventions and protocols when communicating with team members<br>• Adapts personal communication style to model required behaviours, build trust and positive working relationships and to show respect for the opinions and values of others<br>• Plays a lead role in situations requiring effective collaboration, demonstrating conflict resolution skills and ability to engage and motivate others |


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| | |
|---|---|
| Planning and organising | • Develops, implements and monitors plans and processes to ensure team engagement and effectiveness<br>• Uses formal analytical thinking techniques to identify issues and generate possible solutions, seeking input from others, as required |

# Unit Mapping Information

Supersedes and is equivalent to BSBLDR403 Lead team effectiveness.

Supersedes but is not equivalent to BSBSMB407 Manage a small team.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBLDR414 Lead team effectiveness

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop a team development plan, that addresses:
  - innovation and productivity measures
  - team cohesion
  - issues management and actions.

In the course of the above, the candidate must:

- apply knowledge of organisational goals, objectives and plans to work tasks
- communicate with team members and management to identify and establish team purpose, roles, responsibilities, goals plans and objectives and resolve problems
- consult, encourage, support and provide feedback to team members
- model team leadership behaviours and approaches.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- work processes, including team purpose, roles, responsibilities, goals and plans
- organisational escalation policies and procedures
- behaviours which enhance organisational image for work team, clients and customers
- processes for setting goals that contribute to team effectiveness
- effects of individual behaviour on team effectiveness
- innovation and productivity measures in work plans
- key features of common leadership styles.


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# Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- information about the organisation, including organisational structure, goals, objectives and plans.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBLDR523 Lead and manage effective workplace relationships

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to lead and manage effective workplace relationships.

The unit applies to individuals in leadership or management positions who have a prominent role in establishing and managing processes and procedures to support workplace relationships. These individuals apply the values, goals and cultural diversity policies of the organisation. They use complex and diverse methods and procedures as well as a range of problem solving and decision making strategies, which require the exercise of considerable discretion and judgement.

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

## Unit Sector

Social Competence – Leadership

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Establish effective workplace relationship processes | 1.1 Identify required processes for workplace collaboration according to organisational policies and procedures<br>1.2 Develop consultation processes for employees to contribute to issues related to their work role<br>1.3 Develop processes for conflict management<br>1.4 Develop processes for escalated issues or refer to relevant personnel |
| 2. Manage effective | 2.1 Delegate and confirm responsibilities for fulfilling work tasks |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| workplace relationships | 2.2 Collaborate and support team to perform work tasks<br>2.3 Identify and address issues in workplace relationships according to processes established<br>2.4 Monitor and communicate to employees outcomes of conflict management |
| 3. Review management of workplace relationships | 3.1 Seek feedback on management of workplace relationships from relevant stakeholders<br>3.2 Evaluate feedback for improvements to leadership style<br>3.3 Identify areas of improvement for future workplace relations leadership |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| SKILL | DESCRIPTION |
|---|---|
| Writing | • Prepares plans and policies incorporating appropriate vocabulary, grammatical structure and conventions |
| Self-management | • Adapts personal communication style to model behaviours, build trust and positive working relationships, and to support others<br>• Takes responsibility for formulating, organising and implementing plans, processes and strategies that impact the workplace |
| Initiative and enterprise | • Follows organisational policies and procedures regarding diversity and ethical conduct |
| Teamwork | • Plays a lead role in situations requiring effective collaboration, demonstrating high level support and facilitation skills and ability to engage and motivate others<br>• Evaluates outcomes to identify opportunities for improvement |
| Planning and organising | • Systematically gathers and analyses all relevant information and evaluates options to inform decisions about organisational strategies |

# Unit Mapping Information

No equivalent unit. Supersedes but is not equivalent to BSBLDR502 Lead and manage effective workplace relationships.


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# Links

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# Assessment Requirements for BSBLDR523 Lead and manage effective workplace relationships

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- implement processes to manage ideas and information on at least two occasions, including:
  - communicating information to support others to achieve work responsibilities
  - facilitating employees' contributions to consultation on work issues
  - providing feedback on the outcomes of consultations
  - resolving issues raised or referring to relevant personnel
- develop and implement processes and systems to manage difficulties on at least two occasions, including:
  - identifying and resolving conflicts and other difficulties according to organisational policies and procedures
  - planning how to address difficulties
  - providing guidance, counselling and support to assist co-workers in resolving their work difficulties.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- systems, policies and procedures that can support the development of effective work relationships
- key aspects of work relationships, including:
  - interpersonal styles
  - communications
  - consultation
  - cultural and social sensitivity
  - networking


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  - conflict resolution
- legislation relevant to managing effective workplace relationships
- organisational policies and procedures relevant to workplace relationships
- methods to develop processes for:
  - consultation with employees
  - conflict management
  - task issue management.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulations, standards and codes relevant to workplace relationships
- workplace documentation and resources for workplace relationships.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBLEG525 Apply legal principles in intellectual property law matters

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to apply legal principles in intellectual property law matters. It covers maintaining control over the copyright owner's work, commercialising copyright material, preventing the unauthorised use of an original work and using other party's original work legitimately.

The unit applies to individuals who provide support in a range of legal service settings with a degree of responsibility to plan and complete investigations.

It also applies to people who may be authors, creators or other owners of works covered by copyright, as well as employees who have a role in ensuring that their organisational copyright is protected and/or that their organisation uses others' copyright appropriately to benefit the organisation without infringing the rights of copyright owners.

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

## Unit Sector

Technical Skills – Legal Services

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare to apply principles of intellectual property | 1.1 Identify task requirements<br>1.2 Identify key principles of intellectual property law according to task requirements<br>1.3 Identify key provisions of legislation and common law, policies or procedures relevant to task requirements |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| 2. Employ principles of intellectual property | 2.1 Apply principles of intellectual property law to relevant legal matters arising in the workplace<br>2.2 Analyse and evaluate key issues<br>2.3 Develop recommendations of legal and economic implications of copyright infringement according to task requirements |
| 3. Finalise application of intellectual property principles | 3.1 Review analysis with designated person<br>3.2 Obtain feedback from relevant personnel<br>3.3 Amend advice according to feedback<br>3.4 Store documents and data used according to organisational policies and procedures |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Description |
|---|---|
| Reading | • Researches and analyses complex texts, including legislation, to identify relevant information<br>• Monitors and reviews organisational policies and procedures to ensure compliance with legislative requirements |
| Writing | • Records and maintains copyright documentation according to legislative and organisational requirements<br>• Reviews and updates organisational policies and procedures to ensure compliance with legislative requirements |
| Oral Communication | • Provides advice using language and terminology appropriate to audience<br>• Obtains information from others by listening and questioning |
| Initiative and enterprise | • Implements, monitors and reviews policies and procedures to ensure organisational compliance with legislative requirements |
| Self-management | • Follows accepted communication practices when seeking or providing advice about intellectual property<br>• Identifies and complies with legislative requirements associated with own role |
| Planning and organising | • Plans, organises and implements tasks needed to ensure compliance with legislative and organisational requirements<br>• Systematically gathers and analyses information to decide on action needed to prevent or address copyright infringements |


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| | |
|---|---|
| Technology | • Uses digital technologies or tools to access and record information |

# Unit Mapping Information

No equivalent unit. Supersedes but is not equivalent to:

- BSBIPR301 Comply with organisational requirements for protection and use of intellectual property
- BSBIPR401 Use and respect copyright
- BSBIPR402 Protect and use new inventions and innovations
- BSBIPR403 Protect and use brands and business identity
- BSBIPR404 Protect and use innovative designs
- BSBIPR601 Develop and implement strategies for intellectual property management.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBLEG525 Apply legal principles in intellectual property law matters

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- apply principles of intellectual property law in at least four different matters.

In the course of the above, the candidate must:

- review and interpret information to determine how copyright applies in the organisation
- recommend actions to address risks and infringements
- communicate advice or recommendations about copyright to relevant stakeholders.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative framework for copyright and its application to the organisation including:
  - copyright owner of original works within or used by the organisation
  - policies and procedures for use of own copyright materials by other parties
  - policies and procedures for legitimate use of others' copyright materials
- sources of information and advice on copyright
- the types of works that attract copyright
- circumstances where a copyright notice is required
- regulations on selling copyright rights including:
  - commercialisation potential of copyright material
  - potential benefits for the firm
- intellectual property agreement documentation requirements
- further actions where intellectual pretty rights are breached
- methods to limit or deter unauthorised use of copyright material
- direct and indirect infringement of copyright
- when authorisation for use of copyright material is needed and how to obtain it


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- different types of licences and how they apply to the firm.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- relevant legislation, regulations, standards and codes relevant to intellectual property.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBMGT401 Show leadership in the workplace

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Application

This unit describes the skills and knowledge required to lead teams and individuals by modelling high standards of conduct to reflect the organisation's standards and values.

It applies to individuals who are making the transition from being a team member to taking responsibility for the work and performance of others and providing the first level of leadership within the organisation. These managers have a strong influence on the work culture, values and ethics of the teams they supervise.

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

## Unit Sector

Management and Leadership – Management

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Model high standards of management performance and behaviour | 1.1 Ensure management performance and behaviour meets the organisation’s requirements<br>1.2 Ensure management performance and behaviour serves as a positive role model for others<br>1.3 Develop and implement performance plans in accordance with organisation’s goals and objectives<br>1.4 Establish and use key performance indicators to meet |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | organisation's goals and objectives |
| 2. Enhance organisation's image | 2.1 Use organisation's standards and values in conducting business<br>2.2 Question, through established communication channels, standards and values considered to be damaging to the organisation<br>2.3 Ensure personal performance contributes to developing an organisation which has integrity and credibility |
| 3. Make informed decisions | 3.1 Gather and organise information relevant to the issue/s under consideration<br>3.2 Facilitate individual's and team's active participation in decision-making processes<br>3.3 Examine options and assess associated risks to determine preferred course/s of action<br>3.4 Ensure decisions are timely and communicate them clearly to individuals and teams<br>3.5 Prepare plans to implement decisions and ensure they are agreed by relevant individuals and teams<br>3.6 Use feedback processes effectively to monitor the implementation and impact of decisions |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Reading | 1.1, 1.3, 1.4, 2.1, 3.1, 3.3, 3.5, 3.6 | • Gathers, interprets and analyses text relating to organisational goals, standards and values to aid planning and decision making |
| Writing | 1.3, 1.4, 3.1, 3.3, 3.5, 3.6 | • Records and reports key information related to the organisational goals, standards and objectives<br>• Researches, plans and prepares documentation for relevant stakeholders |
| Oral Communication | 1.2, 1.3, 2.2, 2.3, 3.2, 3.4, 3.5, 3.6 | • Uses appropriate structure and language when developing performance plans, or when seeking and providing information about organisational goals and |


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| | | |
|---|---|---|
| | | objectives |
| Numeracy | 1.4 | • Identifies and comprehends mathematical information in familiar texts to establish key performance indicators |
| Navigate the world of work | 1.1, 1.2, 1.3, 1.4, 2.1, 2.3 | • Understands how own role meshes with others and contributes to broader work goals<br>• Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment |
| Interact with others | 1.2, 1.3, 2.2, 2.3, 3.2, 3.4, 3.5, 3.6 | • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective outcomes<br>• Recognises the importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate with whom, why and how |
| Get the work done | 1.1, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 | • Develops plans to manage relatively complex, non-routine tasks with an awareness of how they contribute to longer term operational and strategic goals<br>• Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information and identifying and evaluating options against agreed criteria<br>• Evaluates effectiveness of decisions in terms of how well they meet stated goals |

# Range of Conditions

*This section 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.*

| | |
|---|---|
| Organisation's standards and values must be identified by considering: | • explicitly stated values<br>• values that are implied by the way the organisation conducts its business. |

# Unit Mapping Information

| **Code and title current version** | **Code and title previous version** | **Comments** | **Equivalence status** |
|---|---|---|---|


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| Code and title current version | Code and title previous version | Comments | Equivalence status |
|---|---|---|---|
| BSBMGT401 Show leadership in the workplace | BSBMGT401A Show leadership in the workplace | Updated to meet Standards for Training Packages | Equivalent unit |

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBMGT401 Show leadership in the workplace

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- identify the organisation's standards and values, whether stated or implied by the way the organisation conducts its business
- evaluate own behaviour and performance against these and adjust to achieve required standards
- develop and implement performance plans and key performance indicators (KPIs) to meet organisation's goals and objectives
- use established communication channels to raise questions about standards and values that may be damaging to the organisation
- ensure own behaviour and performance contributes to the integrity and credibility of the organisation
- facilitate processes to make decisions that are based on:
  - relevant information
  - examination of options and associated risks
  - input from relevant people
- communicate about making and implementing decisions including:
  - facilitating agreement on the preferred course of action and implementation plans
  - monitoring and feedback on the implementation and impact of decisions.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how to identify an organisation's standards and values when they are:
  - stated


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  - implied
- articulate organisational values and expectations of behaviour
- explain basic theory of group behaviour
- outline the organisation's process for raising questions about standards and values
- give examples of behaviours and performance that would typically be considered damaging to an organisation
- explain concepts including:
  - organisational values
  - role modelling
  - integrity and credibility
  - leadership.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBMGT402 Implement operational plan

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Application

This unit describes the skills and knowledge required to implement the operational plan by monitoring and adjusting operational performance, planning and acquiring resources and providing reports on performance as required.

It applies to individuals who plan activities to achieve the measurable, stated objectives of the team and the organisation. At this level work will normally be carried out within routine and non-routine methods and procedures which require planning, evaluation, leadership and guidance of others.

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

## Unit Sector

Management and Leadership – Management

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Implement operational plan | 1.1 Collate, analyse and organise details of resource requirements in consultation with relevant personnel, colleagues and specialist resource managers<br>1.2 Implement operational plans to contribute to the achievement of organisation's performance/business plan<br>1.3 Identify and use key performance indicators (KPIs) to monitor |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | operational performance<br>1.4 Manage contingencies by adjusting the implementation of the operational plan in consultation with others<br>1.5 Provide assistance in the development and presentation of proposals for resource requirements in line with operational planning processes |
| 2. Implement resource acquisition | 2.1 Recruit and induct employees within organisation's policies, practices and procedures<br>2.2 Implement plans for acquisition of physical resources and services within organisation's policies, practices and procedures and in consultation with relevant personnel |
| 3. Monitor operational performance | 3.1 Monitor performance systems and processes to assess progress in achieving profit/productivity plans and targets<br>3.2 Analyse and use budget and actual financial information to monitor profit/productivity performance<br>3.3 Identify unsatisfactory performance and take prompt action to rectify the situation according to organisational policies<br>3.4 Provide mentoring, coaching and supervision to support individuals and teams to use resources effectively, economically and safely<br>3.5 Present recommendations for variation to operational plans to the designated persons/groups and gain approval<br>3.6 Implement systems, procedures and records associated with performance in accordance with organisation's requirements |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Learning | 3.4 | • Actively reinforces learning by applying new knowledge and skills in mentoring, coaching and supervising others |
| Reading | 1.1-1.5, 2.1, 2.2, 3.1, 3.2, 3.6 | • Identifies, interprets, analyses and reviews textual information related to the operational plan and |


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| | | |
|---|---|---|
| | | monitoring of operational performance |
| Writing | 1.1-1.5, 2.1, 2.2, 3.2-3.6 | • Communicates relationships between ideas and information, matching style of writing to purpose and audience<br>• Researches, plans and prepares workplace documentation for relevant stakeholders using organisational formats |
| Oral Communication | 1.1, 1.4, 1.5, 2.1, 2.2, 3.3, 3.4, 3.5 | • Participates in a variety of spoken exchanges with a range of audiences varying structure and language to suit the audience |
| Numeracy | 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2, 3.3 | • Selects and uses familiar mathematical techniques to organise timely supply of adequate resources for the operational plan and to use budgetary information to monitor performance |
| Navigate the world of work | 1.5, 2.1, 2.2, 3.3, 3.4, 3.6 | • Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment |
| Interact with others | 1.1, 1.4, 1.5, 2.1, 2.2, 3.3, 3.4, 3.5 | • Selects and uses appropriate conventions and protocols when communicating with diverse individuals to build rapport, seek or present information<br>• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group communication, influencing direction and taking a leadership role on occasion |
| Get the work done | 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2, 3.3, 3.6 | • Takes responsibility for planning, organising, implementing and monitoring tasks required to achieve required outcomes<br>• Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information and identifying and evaluating options against agreed criteria<br>• Evaluates effectiveness of decisions in terms of how well they met stated goals<br>• Recognises and addresses an increasing range of familiar problems by implementing contingency plans |

# Unit Mapping Information

| **Code and title current version** | **Code and title previous version** | **Comments** | **Equivalence status** |
|---|---|---|---|
| BSBMGT402 Implement | BSBMGT402A Implement | Updated to meet Standards for | Equivalent unit |


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| Code and title current version | Code and title previous version | Comments | Equivalence status |
|---|---|---|---|
| operational plan | operational plan | Training Packages.<br><br>Edits to clarify intent of Performance Criteria. | |

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBMGT402 Implement operational plan

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- interact with a range of people/groups to identify resource requirements, performance objectives, systems, procedures and records relating to the operational plan
- vary the operational plan and gain approval to deal with contingencies
- monitor operational performance against the performance objectives and budgets and take action to rectify unsatisfactory performance
- plan and acquire physical and human resources using organisation's systems and procedures
- manage and support personnel to achieve performance objectives. including inducting new employees and providing mentoring and coaching
- present information and recommendations to support implementation and variation of the operational plan
- document and provide reports on performance as required by the organisation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe performance monitoring systems and processes
- describe methods for problem solving
- explain how organisational policies and procedures relate to the operational plan.


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# Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- organisational operational plans, policies and procedures
- workplace documentation and resources including budgets, physical and human resource procurement documentation, employee induction and performance monitoring procedures
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBMKG434 Promote products and services

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to coordinate and review the promotion of an organisation's products and/or services.

The unit applies to individuals with a broad knowledge of the promotion of products and services specific to an organisation. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

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

## Unit Sector

Technical Skills – Marketing

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Establish promotional activities | 1.1 Identify need for promotion of product or service according to organisational and market requirements<br>1.2 Identify overall promotional objectives in consultation with relevant stakeholders<br>1.3 Analyse and select promotional activity options for meeting promotional objectives<br>1.4 Determine contingency strategies for selected activity options |
| 2. Coordinate promotional activities | 2.1 Allocate roles and responsibilities for delivery of promotional services and communicate to relevant personnel<br>2.2 Monitor progress of promotional activities according to action plan |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 2.3 Identify and address potential issues during implementation within scope of own responsibility<br>2.4 Apply determined contingency strategies, if required |
| 3. Review promotional activities | 3.1 Analyse effectiveness of planning processes using feedback and data<br>3.2 Identify possible improvements in future activities<br>3.3 Collect feedback and provide to others involved in promotional activity<br>3.4 Analyse costs and timelines for benefits accruing from the promotional activities<br>3.5 Prepare conclusions and recommendations relating to effectiveness of promotional activities |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| Skill | Description |
|---|---|
| Reading | • Interprets, analyses and collates textual information relevant to promotional activities from a range of sources |
| Writing | • Uses clear and specific language to develop formal and informal documents for different audiences in accordance with organisational requirements |
| Oral Communication | • Actively participates in verbal exchanges of ideas and elicits the views and opinions of others by listening and questioning<br>• Uses clear and specific language to clarify, explain and present information relating to the promotional activity |
| Numeracy | • Classifies, analyses and compares numeric information, including costs and timelines, relevant to the promotional activity |
| Self-management | • Adheres to legislative requirements and organisational policies and procedures<br>• Evaluates effectiveness of decisions in terms of how well they meet stated goals |
| Teamwork | • Selects and uses appropriate conventions and protocols with a range of stakeholders to project a professional image while seeking or sharing information<br>• Recognises the importance of building rapport to establish and maintain positive working relationships |
| Planning and | • Sequences and schedules complex activities, monitors |


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| Skill | Description |
|---|---|
| organising | implementation and manages relevant communication |
| Technology | • Uses a range of digital tools to access data, and to extract, organise, integrate and share relevant information |

# Unit Mapping Information

Supersedes and is equivalent to BSBMKG413 Promote products and services.

Supersedes but is not equivalent to:

- BSBPRO301 Recommend products and services
- BSBPRO401 Develop product knowledge.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBMKG434 Promote products and services

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- Promote at least three products or services.

In the course of the above, the candidate must:

- identify the context for the promotional activities, including:
  - relevant legislation and regulations
  - organisation's goals, objectives, systems, policies and procedures
  - budget and timelines
  - marketing needs and, if defined, marketing plans
  - objectives of the promotional activities
- consult with relevant stakeholders to plan promotional activities to meet objectives, budget and timelines
- coordinate promotional activities including:
  - allocating roles and responsibilities
  - using communication channels to convey responsibilities
  - obtaining relevant resources and promotional products
- analyse feedback and data to evaluate the effectiveness of planning processes and promotional activities and make recommendations on future directions of promotional activities.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and regulatory context of the organisation as relevant to promotional activities
- content of action plans, including:
  - task steps


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  - costs
  - timeframe
  - resources and responsibilities
- internal and external stakeholders involved in coordinating promotional activities
- planning processes for organising promotional activities
- organisation's marketing objectives and how they support the overall business objectives
- common promotional activities that could be used to support the marketing objectives.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulations, standards and codes for promoting products and services
- workplace documentation and resources for promoting products and services.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBMKG541 Identify and evaluate marketing opportunities

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to identify, evaluate and take advantage of marketing opportunities by analysing market data, distinguishing characteristics of possible markets and assessing viability of changes to operations.

The unit applies to individuals working in a supervisory or management marketing or advertising role within a marketing or advertising team or media organisation.

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

## Unit Sector

Technical Skills – Marketing

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Explore marketing opportunities | 1.1 Analyse information on market and business needs for marketing opportunities<br>1.2 Identify potential new markets<br>1.3 Apply innovative approaches relevant to the development of potential marketing opportunities |
| 2. Evaluate marketing opportunities | 2.1 Identify and analyse opportunities for organisational fit according to organisational goals and capabilities<br>2.2 Analyse the viability of each opportunity<br>2.3 Determine probable return on investment and potential competitors<br>2.4 Select marketing opportunities according to outcomes of |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | viability analysis, return on investment and competition |
| 3. Evaluate required changes to current operations | 3.1 Seek feedback from relevant stakeholders<br>3.2 Incorporate feedback received for current operations and take advantage of viable marketing opportunities<br>3.3 Review current operations and document changes needed<br>3.4 Identify resource requirements for marketing opportunities<br>3.5 Document and communicate viability of marketing opportunities to key stakeholders |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| Skill | Description |
|---|---|
| Reading | • Evaluates and comprehends textual information from a range of sources and draws own conclusions |
| Writing | • Integrates information from a number of sources to develop material that supports purposes of documentation using suitable grammatical structure and clear, logical language |
| Oral Communication | • Presents opinions, ideas and organisational requirements clearly and creatively using language and presentation techniques appropriate to audience and environment<br>• Elicits views and opinions of others by listening and questioning |
| Numeracy | • Evaluates financial and marketing data using whole numbers, decimals and percentages to make accurate calculations |
| Initiative and enterprise | • Evaluates outcomes of decisions to identify opportunities for improvement<br>• Develops new and innovative ideas through exploration, analysis and critical thinking |
| Self-management | • Identifies and follows explicit and implicit organisational protocols and meets expectations associated with own role |
| Planning and organising | • Develops plans to manage relatively complex tasks with an awareness of how they may contribute to longer-term operational and strategic goals<br>• Makes decisions by systematically analysing information, identifying and evaluating options against set criteria, and choosing most appropriate option |


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# Unit Mapping Information

Supersedes and is equivalent to BSBMKG501 Identify and evaluate marketing opportunities.

Supersedes but is not equivalent to:

- BSBMKG518 Plan and implement services marketing
- BSBMKG519 Plan and implement business-to-business marketing
- BSBMKG521 Plan and implement sponsorship and event marketing.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBMKG541 Identify and evaluate marketing opportunities

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identify and evaluate at least three marketing opportunities.

In the course of the above, the candidate must:

- comply with organisational policies and procedures
- communicate and document potential of identified marketing opportunity to relevant stakeholders.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key provisions of relevant legislation, codes of practice and national standards affecting marketing operations
- how to calculate the financial viability of marketing opportunities
- return on investment
- financial and marketing data
- organisational structure, products and services
- principles of marketing and marketing mix
- statistical methods and techniques to evaluate marketing opportunities, including forecasting techniques.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulations, standards and codes for marketing


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- workplace marketing documentation and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBOPS203 Deliver a service to customers

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to deliver aspects of customer service at an introductory level. It includes creating a relationship with customers, identifying their needs, delivering services or products, and processing customer feedback.

The unit applies to those who perform a range of routine tasks in the workplace using a limited range of practical skills and fundamental knowledge of customer service in a defined context under direct supervision or with limited individual responsibility.

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

## Unit Sector

Business Competence – Business Operations

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Establish contact with customers | 1.1 Greet customers according to organisational requirements<br>1.2 Share relevant information with customers<br>1.3 Identify and respond to specific customer requirements<br>1.4 Express interest in customer needs and develop rapport with customer |
| 2. Identify customer needs | 2.1 Ask questions to identify customer needs<br>2.2 Assess customer needs for urgency and identify priorities for service delivery<br>2.3 Provide customer with information about available options |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 2.4 Assess limitations in addressing customer needs and seek assistance from designated persons, where required |
| 3. Provide service to customers | 3.1 Confirm details of service and delivery with customer according to organisational requirements<br>3.2 Convey information regarding problems and delays, and follow-up within appropriate timeframes, where required<br>3.3 Identify opportunities to enhance the quality of service and products, and take action to improve the service |
| 4. Process customer feedback | 4.1 Seek customer feedback and handle according to organisational and legislative requirements<br>4.2 Record feedback and communication between customer and the organisation according to organisational requirements<br>4.3 Identify any unmet customer needs and discuss suitability of alternative products or services<br>4.4 Encourage customers to maintain contact with organisation for future needs |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Description |
|---|---|
| Reading | • Identifies requirements from organisational policy and procedure documents<br>• Interprets product and service information in a range of formats to provide customer advice |
| Writing | • Records customer information according to organisational requirements |
| Oral communication | • Provides information and advice using structure and language to suit the audience<br>• Asks questions and listens to gain information and confirm understanding |
| Planning and organising | • Follows organisational procedures and practices relevant to own role |
| Teamwork | • Uses accepted communication practices to establish connections, build rapport and develop professional working relationships<br>• Adjusts personal communication style in response to the opinions, values and needs of others |


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| Skill | Description |
|---|---|
| Initiative and enterprise | • Identifies opportunities to enhance work practices and outcomes |
| Problem solving | • Addresses routine problems in familiar work contexts |

# Unit Mapping Information

Supersedes and is equivalent to BSBCUS201 Deliver a service to customers.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBOPS203 Deliver a service to customers

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- deliver a service to at least three different customers.

In the course of the above, the candidate must:

- greet the customer and establish rapport according to organisational requirements
- identify customer needs using interpersonal skills
- provide prompt service to address customer needs
- identify and follow up opportunities to increase the quality of service and products
- respond to and record all customer feedback according to organisational standards, policies and procedures.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key provisions of customer service legislation and consumer law
- requirements for responding to the needs of customers from a diverse background
- workplace organisational policies and procedures relating to customer service and the customer service process.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace documents, and organisational policies and procedures for customer service
- examples of customer complaints and feedback.


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Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBOPS304 Deliver and monitor a service to customers

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to identify customer needs, deliver and monitor customer service and identify improvements in the provision of customer service.

The unit applies to those who apply a broad range of competencies in various work contexts. In this role, individuals often exercise discretion and judgement using appropriate knowledge of customer service. They provide technical advice and support to customers over short or long-term interactions.

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

## Unit Sector

Business Competence – Business Operations

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify customer needs | 1.1 Identify and clarify customer needs and expectations<br>1.2 Evaluate customer needs and determine priorities for service delivery according to organisational requirements<br>1.3 Inform customers about available choices for meeting their needs and assist selection of preferred options<br>1.4 Identify limitations in addressing customer needs and seek assistance from designated individuals, where required |
| 2. Deliver a service to customers | 2.1 Provide service to meet identified customer needs according to organisational and legislative requirements<br>2.2 Establish and maintain rapport with customers |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 2.3 Manage customer complaints according to organisational and legislative requirements<br>2.4 Provide assistance and respond to customers with specific needs according to organisational and legislative requirements<br>2.5 Identify and use available opportunities to promote and enhance services and products to customers |
| 3. Evaluate customer service delivery | 3.1 Review customer satisfaction with service delivery using verifiable evidence according to organisational and legislative requirements<br>3.2 Seek and respond to customer feedback according to organisational policies and procedures<br>3.3 Identify opportunities to enhance the quality of customer service<br>3.4 Document recommendations for customer service improvements<br>3.5 Submit recommendations to relevant personnel according to organisational policies and procedures |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Description |
|---|---|
| Learning | • Identifies and follows up on opportunities to improve work practices and outcomes |
| Oral communication | • Provides information or advice using structure and language to suit the audience<br>• Asks questions and listens to gain information or confirm understanding |
| Reading | • Evaluates textual information to determine customer service requirements<br>• Proofreads texts for clarity of meaning and accuracy of grammar and punctuation |
| Writing | • Completes responses to customer complaints in required format<br>• Prepares reports using sequencing, format and words to communicate recommendations clearly and effectively |
| Planning and organising | • Complies with organisational policies and procedures relevant to role<br>• Plans and implements systems to gather and organise information |


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| Skill | Description |
|---|---|
| Problem-solving | • Uses problem solving skills to analyse and respond to customer complaints or enquiries |
| Teamwork | • Selects and uses appropriate communication conventions to establish connections, build rapport, seek information and develop professional working relationships<br>• Adjusts personal communication style in response to the opinions, values and particular needs of others |

# Unit Mapping Information

Supersedes and is equivalent to BSBCUS301 Deliver and monitor a service to customers.

Supersedes but is not equivalent to:

- BSBCUE309 Develop product and service knowledge for customer engagement operation
- BSBEDU303 Assist with the provision of international education information
- BSBINT303 Organise the importing and exporting of goods
- BSBINT304 Assist in the international transfer of services
- BSBSLS407 Identify and plan sales prospects.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBOPS304 Deliver and monitor a service to customers

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- deliver a service to at least three different customers, including:
  - using communication skills to establish rapport and build relationships with customers according to organisational requirements
  - identifying customer needs using appropriate questioning and active listening skills
  - providing customer service according to organisational requirements
  - responding to and recording customer feedback and action taken according to organisational standards, policies and procedures
  - producing a report which identifies and recommends ways to improve service delivery.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key provisions of customer service legislation and consumer law
- organisational policies and procedures relating to customer service, including complaints handling
- common forms of verifiable evidence that could be used to review customer satisfaction
- customer service standards and protocols for serving customers, including customers with specific needs.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- technology required to gather and provide information and assistance to customers


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- workplace documents, and organisational policies and procedures relating to customer service
- examples of customer complaints and feedback.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBOPS305 Process customer complaints

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes skills and knowledge required to handle complaints from customers.

The unit applies to those who apply a broad range of competencies and may exercise discretion and judgement using appropriate knowledge of products, customer service systems and organisational policies to provide technical advice and support to a team.

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

## Unit Sector

Business Competence – Business Operations

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Receive complaints | 1.1 Assess complaint according to organisational policy<br>1.2 Inform relevant stakeholders that complaint has been received<br>1.3 Document customer complaints according to organisational policies and procedures |
| 2. Process complaints | 2.1 Identify complaints requiring escalation according to organisational policy, and escalate as required<br>2.2 Identify additional information requirements to resolve complaints that do not require escalation<br>2.3 Prepare information for resolving complaint |
| 3. Resolve complaints | 3.1 Identify implications of complaint for customer and organisation |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 3.2 Analyse options to resolve customer complaints according to legislation, organisational policies and codes of practice<br>3.3 Propose options according to legislative requirements and organisational policies<br>3.4 Escalate matters for which a solution cannot be determined to relevant personnel |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Description |
|---|---|
| Reading | • Identifies and interprets textual information to determine legislative, regulatory and organisational requirements |
| Writing | • Documents complaints and actions taken according to organisational requirements<br>• Records spoken information clearly and accurately for future reference |
| Oral communication | • Presents or requests information using words and non-verbal features appropriate to the audience and context<br>• Uses listening and questioning techniques to gather information and confirm understanding |
| Planning and organising | • Takes responsibility for planning, sequencing and completing tasks to achieve required outcomes<br>• Follows organisational communication practices and procedures when referring complaints, seeking advice or negotiating outcomes |
| Problem-solving | • Addresses less predictable problems applying problem solving processes in determining solutions that meet organisational requirements |
| Technology | • Uses the main features and functions of digital tools to complete work tasks |

# Unit Mapping Information

Supersedes and is equivalent to BSBCMM301 Process customer complaints.

Supersedes but is not equivalent to:

- BSBCUE304 Provide sales solutions to customers


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- BSBCUE308 Conduct outbound customer engagement.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBOPS305 Process customer complaints

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- process at least three customer complaints relating to business operations.

In the course of the above, the candidate must:

- follow organisational procedures when referring and resolving complaints.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key provisions of legislation relating to customers including Australian Consumer Law and consumer guarantees
- communication techniques for handling customer complaints
- organisational policies, procedures and standards for processing complaints
- organisational escalation procedures and relevant personnel.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- organisational policies and procedures relevant to customer complaints
- legislation and codes of practice relevant to customer complaints.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.


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# Links

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# BSBOPS403 Apply business risk management processes

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to identify business risks and to apply established risk management processes to a defined area of operations that are within the responsibilities and obligations of the work role.

The unit applies to individuals with a broad knowledge of risk analysis or project management who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They may have responsibility to provide guidance or delegate aspects of these tasks to others. Risks applicable to own work responsibilities and area of operation may include projects being undertaken individually or by a team, or operations within a section of the organisation.

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

## Unit Sector

Business Competence – Business Operations

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify risks | 1.1 Identify context for risk management<br>1.2 Undertake required steps to identify risks<br>1.3 Document identified risks according to relevant policies, procedures, legislation and standards |
| 2. Analyse and evaluate risks | 2.1 Analyse risks in consultation with relevant stakeholders<br>2.2 Undertake risk categorisation and determine level of risk<br>2.3 Document analysis processes and outcomes |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| 3. Treat risks | 3.1 Identify control measures for risks<br>3.2 Assess strengths and weaknesses of control measures<br>3.3 Refer risks to relevant personnel, where required, according to policies and procedures<br>3.4 Select and implement control measures for personal area of operation and responsibilities |
| 4. Monitor and review effectiveness of risk treatments | 4.1 Review implemented treatments against measures of success<br>4.2 Use review results to improve the treatment of risks<br>4.3 Monitor and review management of risk in personal area of operation |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Description |
|---|---|
| Learning | • Uses analysis and consultative processes to inform decisions about selection and implementation of risk control measures<br>• Evaluates effectiveness of plans and results to inform improvement decisions |
| Reading | • Comprehends documents and texts of varying complexity to extract and analyse relevant information |
| Writing | • Uses specific, industry related terminology and logical organisational structure in workplace documents that identify and analyse risk and report management process outcomes |
| Oral communication | • Participates effectively in interactions with stakeholders by using questioning and listening to elicit opinions and clarify understanding |
| Numeracy | • Uses numerical tools to assess risk and uses numerical data to review plans |
| Enterprise and initiative | • Complies with organisational and legislative requirements<br>• Takes responsibility for identification and management of risk within own work context and refers matters to others as required |
| Teamwork | • Selects appropriate communication protocols and conventions when conferring with others to establish risk management requirements |
| Planning and organising | • Determines job sequence and works logically and systematically to undertake defined tasks |


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| Skill | Description |
|---|---|
| Technology | • Uses familiar digital technologies and systems to access information, prepare plans and communicate with others |

# Unit Mapping Information

Supersedes and is equivalent to BSBRSK401 Identify risk and apply risk management processes.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBOPS403 Apply business risk management processes

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to apply organisational policies, procedures and processes to:

- treat at least three risks by:
  - identifying different types of organisational risks
  - consulting with stakeholders to analyse and evaluate risks
  - implementing control measures
  - referring risks that are beyond own area of responsibility to others
  - maintaining risk management documentation.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and regulatory context of the organisation in relation to risk management
- techniques for identifying and evaluating risks
- organisational policies and procedures for risk management
- areas where risks are commonly identified in an organisation
- risks beyond scope of individual responsibility to be referred to relevant organisational personnel
- purpose and key elements of current risk management standards.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulations, standards and codes relating to business risk


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- workplace documentation on selected organisational risks.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

# Links

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# BSBOPS404 Implement customer service strategies

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to advise, carry out and evaluate customer service strategies.

The unit applies to individuals who have well developed skills and a broad knowledge of customer service strategies for addressing customer needs and problems. Individuals may provide guidance or delegate work related tasks to others.

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

## Unit Sector

Business Competence – Business Operations

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Advise on customer service needs | 1.1 Identify organisational customer service objectives and customer needs<br>1.2 Assess and clarify customer requirements<br>1.3 Identify and diagnose problems with service delivery<br>1.4 Develop options to improve customer service delivery according to organisational requirements<br>1.5 Provide recommendations to promote improvement of customer service delivery |
| 2. Support implementation of customer service | 2.1 Consult with relevant stakeholders to develop customer service strategies<br>2.2 Assess customer service strategies and opportunities against |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| strategies | customer service objectives<br>2.3 Identify and allocate available budget resources to fulfil customer service objectives<br>2.4 Action procedures to resolve customer difficulties and complaints according to organisational requirements |
| 3. Evaluate and report on customer service | 3.1 Review stakeholder satisfaction with service delivery according to organisational requirements<br>3.2 Identify and report changes necessary to meet customer service objectives<br>3.3 Prepare conclusions and recommendations on future directions of client service strategies<br>3.4 Monitor systems, records and reporting procedures for changes to customer satisfaction |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Description |
|---|---|
| Reading | • Reviews textual information and comprehends details that relate to the interests or requirements of the client and organisation |
| Writing | • Creates a range of formal texts using structure, grammar and clear and specialised language to describe customer needs, maintain information and support a particular position |
| Oral communication | • Uses pace, intonation, intelligible pronunciation and listening and questioning techniques to interact effectively with others |
| Numeracy | • Recognises and interprets numerical information and performs calculations on familiar mathematical information |
| Enterprise and Initiative | • Recognises and applies organisational protocols and meets expectations associated with own work |
| Teamwork | • Uses a range of strategies to establish a sense of connection and build rapport with customers<br>• Collaborates with others contributing knowledge and skills to achieve joint outcomes |
| Planning and organising | • Applies formal and logical processes when planning and implementing tasks<br>• Applies standard procedures when responding to familiar problems |


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| Skill | Description |
|---|---|
| | within own work context |
| Technology | • Uses digital technologies to access, organise, present and store information relevant to own role |

# Unit Mapping Information

Supersedes and is equivalent to BSBCUS401 Coordinate implementation of customer service strategies.

Supersedes but is not equivalent to:

- BSBCUS402 Address customer needs
- BSBCUS403 Implement customer service standards
- BSBSLS408 Present, secure and support sales solutions.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBOPS404 Implement customer service strategies

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop and implement at least two strategies to improve customer service delivery.

In the course of the above, the candidate must:

- respond to and report on customer feedback and complaints
- review client satisfaction using verifiable data
- consult and communicate effectively with relevant people
- develop and implement strategies and methods to improve customer service delivery, including:
  - budgeting
  - promotion to staff
  - documentation and follow up.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- customer communication techniques
- principles of customer service
- sources of verified client information
- techniques for identifying customer needs and reviewing customer satisfaction
- organisational business structure, products and services related to customer service
- techniques for drawing insights from verifiable evidence to develop recommendations and conclusions
- product and service standards and best practice models.


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# Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- organisational policies and procedures for customer service
- examples of customer complaints and feedback
- client satisfaction data.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBOPS505 Manage organisational customer service

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to develop strategies to manage organisational systems that ensure products and services are delivered and maintained to standards agreed by the organisation.

The unit applies to individuals who supervise customer service provided by others within an organisation. At this level, individuals must exercise considerable discretion and judgement, using a range of problem solving and decision making strategies.

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

## Unit Sector

Business Competence – Business Operations

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Establish customer requirements | 1.1 Consult with customers to identify customer service requirements<br>1.2 Integrate customer feedback into organisation’s business plan<br>1.3 Identify and procure resources required to address customer service requirements |
| 2. Deliver quality products and services | 2.1 Deliver product and service according to customer specifications within organisation’s business plan<br>2.2 Monitor team performance and assess against the organisation’s quality and delivery standards<br>2.3 Support colleagues to overcome difficulties in meeting |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | customer service standards |
| 3. Evaluate customer service | 3.1 Develop and use strategies for monitoring progress against product and service targets and standards<br>3.2 Develop and use strategies for obtaining customer feedback on provision of product and service<br>3.3 Adapt delivery of customer product and service in consultation with relevant individuals and groups<br>3.4 Manage records, reports and recommendations within the organisation's systems and processes |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Description |
|---|---|
| Reading | • Interprets and analyses textual information from a variety of sources and applies the knowledge that has been gained to evaluate standards for organisation's products and services |
| Writing | • Produces a range of text types to convey information, requirements or recommendations matching style of writing to purpose and audience |
| Oral communication | • Clearly articulates systems and standards in a team environment using language suitable to diverse audiences<br>• Uses listening and questioning techniques to obtain feedback and confirm understanding |
| Numeracy | • Interprets and comprehends mathematical information in organisation's business and customer service plans |
| Planning and organising | • Recognises and applies organisational protocols and meets expectations associated with own work |
| Teamwork | • Identifies and uses appropriate conventions and protocols when communicating with colleagues and customers<br>• Collaborates with others, taking into account their strengths and experience, to achieve desired outcomes<br>• Provides support in field of expertise to team |
| Enterprise and initiative | • Develops and implements plans using logical processes and monitors and evaluates progress against stated goals |
| Problem solving | • Accepts responsibility for addressing complex or non-routine difficulties, applying problem solving processes in determining a |


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| Skill | Description |
|---|---|
| | solution |
| Technology | • Uses digital technology to access, organise and present information in a format that meets requirements |

# Unit Mapping Information

Supersedes and is equivalent to BSBCUS501 Manage quality customer service.

Supersedes but is not equivalent to:

- BSBCUE504 Integrate customer engagement within the organisation
- BSBCUE601 Optimise customer engagement operations
- BSBCUE602 Manage customer engagement information
- BSBCUE603 Design and launch new customer engagement facilities
- BSBSLS501 Develop a sales plan.

# Links

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# Assessment Requirements for BSBOPS505 Manage organisational customer service

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop and review strategy for delivering and monitoring quality customer service for an organisation or work area.

In the course of the above, the candidate must:

- implement quality customer service policies and procedures
- identify and resolve system problems relating to poor customer service
- assist teams to meet customer service requirements
- develop, procure and use human and physical resources to support quality customer service delivery.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and regulatory frameworks governing customer service
- elements of effective customer service including quality, time and cost
- organisational policies and procedures for customer service and handling customer complaints
- relevant service standards and best practice models
- key principles of public relations and product promotion
- common techniques for solving complaints
- principles and techniques involved in managing:
  - customer behaviour
  - specific customer needs
  - customer research
  - customer relations


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  - ongoing product and service quality
  - problem identification and resolution
  - quality customer service delivery
  - record keeping and management methods
- strategies for monitoring, managing and introducing ways to improve customer service relationships
- strategies to obtain customer feedback.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, regulations and codes of practice related to customer service
- workplace documentation and resources
- complex customer complaints.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBPEF301 Organise personal work priorities

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |
| Release 2 | This version first released with BSB Business Services Training Package Version 7.2.<br>Release created to amend typographical error in the foundation skills. |

## Application

This unit describes the skills and knowledge required to organise personal work schedules, to monitor and obtain feedback on work performance and to maintain required levels of competence.

The unit applies to individuals who exercise discretion and judgement and apply a broad range of competencies in various work contexts.

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

## Unit Sector

Critical Thinking & Problem Solving – Personal Effectiveness

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Organise and complete own work schedule | 1.1 Develop work goals and key performance indicators (KPIs) according to task and organisational requirements<br>1.2 Prioritise workload according to task timeframes<br>1.3 Identify factors affecting achievement of work objectives<br>1.4 Develop personal work plans |
| 2. Evaluate own work | 2.1 Identify variations between expected and actual work |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| performance | performance according to task requirements and KPIs<br>2.2 Report variations to relevant personnel<br>2.3 Seek feedback from relevant personnel for solutions to minimise variations in expected and actual work outputs<br>2.4 Research sources of stress and access appropriate supports according to organisational policies and procedures |
| 3. Coordinate personal skill development and learning | 3.1 Identify personal and professional development needs for job role<br>3.2 Identify opportunities to undertake personal skill development activities in consultation with supervisor<br>3.3 Access professional development opportunities<br>3.4 Record professional development undertaken for continuous learning and career development process<br>3.5 Incorporate feedback into review of further learning needs |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| Skill | Description |
|---|---|
| Learning | • Employs a range of approaches and investigative techniques to source the knowledge necessary to arrange personal learning experiences |
| Reading | • Interprets textual information to determine organisation's procedures, own work performance and objectives |
| Writing | • Prepares written reports and workplace documents that communicate information clearly and effectively |
| Oral communication | • Provides and receives feedback using specific and relevant language<br>• Uses listening and questioning techniques to confirm understanding |
| Self-management | • Complies with organisational policies, procedures and protocols |
| Teamwork | • Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role<br>• Proactively collaborates with others to achieve specific goals |
| Planning and organising | • Plans and organises work commitments to ensure deadlines and objectives are met<br>• Uses formal analytical thinking techniques to recognise and respond to routine problems |


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| Skill | Description |
|---|---|
| Technology | • Uses digital systems and tools to enter, store and monitor information |

# Unit Mapping Information

Supersedes and is equivalent to BSBWOR301 Organise personal work priorities and development.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBPEF301 Organise personal work priorities

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |
| Release 2 | This version first released with BSB Business Services Training Package Version 7.2.<br>Release created to amend typographical error in the foundation skills. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- prepare and implement a personal work plan.

In the course of the above, the candidate must:

- prepare a work plan according to organisational requirements and work objectives
- use technology to schedule, prioritise and monitor completion of tasks in a work plan
- assess and prioritise own work tasks and address contingencies
- monitor and assess personal performance against job role requirements by seeking feedback from relevant personnel
- identify personal development needs and access, complete and record skill development and learning.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisational policies and procedures relevant to work tasks
- goals, objectives and key performance indicators for task within scope of job role
- methods to elicit, analyse and interpret feedback when communicating with other people in the workplace
- content of work plans including:
  - timeframes
  - tasks requirements


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  - risks
  - contingencies for identified risks
- types of personal learning and professional development requirements
- principles and techniques of goal setting, measuring performance and time management
- signs and sources of stress and strategies to deal with stress in the workplace
- methods to identify and prioritise personal learning needs.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- challenges and situations to demonstrate application of performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBPEF501 Manage personal and professional development

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to implement systems and process that support the personal and professional development of self and others.

The unit applies to individuals working in a range of managerial positions who are accountable for the development and performance of others.

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

## Unit Sector

Critical Thinking & Problem Solving – Personal Effectiveness

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Manage work goal development | 1.1 Document team member responsibilities and identify organisational framework for development of work goals<br>1.2 Support others to develop work goals, plans and activities that align with their responsibilities<br>1.3 Assess others' work goals, plans and activities for alignment with organisational goals and provide feedback to team members<br>1.4 Facilitate access to personal and professional development opportunities that align to team member goals, plans and activities |
| 2. Facilitate achievement of work priorities | 2.1 Assess and prioritise personal, team and organisational demands<br>2.2 Use technology to manage work priorities of the team |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 2.3 Identify and implement techniques to manage team health and wellbeing in the workplace |
| 3. Develop and maintain professional competence | 3.1 Document own development needs, priorities and plans using applicable competency standards, where required<br>3.2 Seek feedback from relevant personnel on own development needs<br>3.3 Participate in personal and professional development activities that address identified needs, priorities and plans |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| Skill | Description |
|---|---|
| Learning | • Investigates and uses a range of strategies to develop personal competence |
| Reading | • Analyses and interprets textual information from organisational policies and practices or feedback to inform personal development planning |
| Writing | • Uses feedback to prepare reports that summarise ways to improve competence |
| Oral communication | • Uses active listening and questioning to seek and receive feedback |
| Enterprise and Initiative | • Identifies how own role contributes to broader organisational goals<br>• Considers organisational protocols when planning career development of self and others |
| Teamwork | • Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders<br>• Uses interpersonal skills to establish and build positive working relationships with others |
| Planning and organising | • Plans and prioritises tasks in order to meet deadlines, manage role responsibilities and to manage own personal welfare<br>• Identifies and uses appropriate technology to improve work efficiency |
| Technology | • Uses technology to manage and prioritise work tasks |


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# Unit Mapping Information

No equivalent unit. Supersedes but is not equivalent to:

- BSBLED503 Maintain and enhance professional practice
- BSBWOR501 Manage personal work priorities and professional development.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBPEF501 Manage personal and professional development

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop and implement a plan for own personal and professional development
- manage personal and professional development of at least two other individuals.

In the course of the above, the candidate must:

- identify roles and responsibilities of team members
- support two different individuals to develop work goals that align with their role and responsibilities
- facilitate team member access to relevant personal and professional development activities
- use technology to organise and prioritise tasks and commitments of a team or work area
- research and implement techniques for maintaining health and wellbeing of self and others
- develop personal work goals, plans and activities to meet work goals
- measure personal work performance, including assessing competency against competency standards
- participate in personal and professional development activities to develop professional competence.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- roles and responsibilities of team members
- principles and techniques involved in the management or organisation of:
  - performance measurement
  - personal behaviour, self-awareness and personality traits identification
  - personal development plans
  - personal goal setting


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    - task prioritisation
- common personal and professional development activities relevant to the industry
- technology to plan and prioritise work tasks
- techniques to manage health and wellbeing in the workplace
- organisation's human resources policies and procedures relevant to professional development.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to challenges and situations to demonstrate the application of performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBPMG420 Apply project scope management techniques

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to contribute to the project's scope by assisting with identifying its objectives, deliverables, constraints, assumptions and outcomes. It also involves applying controls once the project has commenced and contribute to reviewing the suitability of those controls.

The unit applies to individuals who support project managers and other team members to apply project scope management techniques.

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

## Unit Sector

Business Competence – Project Management

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Contribute to defining project scope | 1.1 Participate in identifying project objectives and requirements and review project initiation documentation<br>1.2 Contribute to identifying project deliverables<br>1.3 Contribute to identifying measurable outcomes to enable evaluation of project performance<br>1.4 Contribute to developing and documenting the scope management plan<br>1.5 Confirm approval of project scope with relevant project authority |
| 2. Apply project scope | 2.1 Undertake work according to agreed project scope management |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| controls | plan<br>2.2 Identify and respond to variations according to established change control procedures within scope of own responsibility<br>2.3 Communicate instances of non-compliance with overall scope to the project manager and other team members |
| 3. Contribute to review of scope controls | 3.1 Identify scope changes against scope management plan with assistance<br>3.2 Contribute to reporting scope changes<br>3.3 Participate in reviewing effectiveness of project outcomes |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Description |
|---|---|
| Reading | • Identifies and analyses complex texts |
| Writing | • Contribute to developing and amending plans and associated documentation using appropriate organisational formats and vocabulary |
| Oral Communication | • Interacts effectively in verbal exchanges, using clear language to convey information, and active listening and questioning to clarify understanding |
| Numeracy | • Selects and applies a range of mathematical and problem-solving strategies to contribute to developing timelines and monitoring progress |
| Teamwork | • Uses appropriate communication practices in a range of work contexts<br>• Collaborates and cooperates with others to achieve shared goals |
| Planning and organising | • Contributes to plans and organises tasks required to monitor and report on project implementation<br>• Analyses outcomes to identify future improvements |

# Unit Mapping Information

Supersedes and is equivalent to BSBPMG409 Apply project scope management techniques.


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# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBPMG420 Apply project scope management techniques

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- support project managers and other team members to apply project scope management techniques during at least two different projects.

In the course of the above, the candidate must:

- work according to project scope management plan including established change control procedures and performance measurement procedures
- contribute to delineating and controlling project scope
- communicate with the project manager and other team members
- record project scope management plan
- interpret and follow project initiation documentation for purposes of documenting project scope.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- components of project scope management plans including:
  - established change control procedures
  - performance measurement indicators
- factors likely to impact project scope
- procedures relating to scope change including:
  - formal change-control processes
  - reporting change
- methods for measuring work outcomes and progress against plans
- methods for reviewing project outcomes
- scope control methods


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- types of project initiation documentation.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

- project documentation which includes information about project scope.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBPMG430 Undertake project work

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to undertake a minor project or a section of a larger project. It covers developing a project plan, administering and monitoring the project, finalising the project and reviewing the project to identify lessons learned for application to future projects.

The unit applies to individuals who play a significant role in ensuring a project meets timelines, quality standards, budgetary limits and other requirements set for the project.

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

## Unit Sector

Business Competence – Project Management

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Establish project parameters | 1.1 Identify project scope<br>1.2 Define project stakeholders<br>1.3 Seek clarification from delegating authority of issues related to project and project parameters<br>1.4 Identify responsibilities of relevant stakeholders and reporting requirements<br>1.5 Clarify relationship of project to other projects and to the objectives of the organisation<br>1.6 Identify availability and access of resources for undertaking the project |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| 2. Develop project plan | 2.1 Identify risks and develop a risk management plan for project, including Work Health and Safety (WHS)<br>2.2 Develop project budget and timeframe and seek approval from relevant stakeholders<br>2.3 Consult team members and apply their views in planning the project<br>2.4 Identify and access appropriate project management tools<br>2.5 Develop project plan according to project parameters and deliverables<br>2.6 Finalise project plan and gain necessary approvals to commence project according to documented plan |
| 3. Administer and monitor project | 3.1 Communicate to project team members their responsibilities and project requirements<br>3.2 Establish and maintain required recordkeeping systems throughout the project<br>3.3 Implement and monitor plans for managing the project<br>3.4 Undertake risk management as required |
| 4. Finalise and review project | 4.1 Complete financial recordkeeping associated with project and confirm according to agreed budget<br>4.2 Complete project documentation and obtain sign-offs for concluding project<br>4.3 Review project outcomes and processes against the project scope and plan<br>4.4 Document feedback and suggested improvements |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| SKILL | DESCRIPTION |
|---|---|
| Reading | • Organises, evaluates and critiques ideas and information from a range of complex texts |
| Writing | • Develops plans, reports and recommendations using vocabulary, structure and conventions appropriate to text<br>• Establishes and maintains records according to organisational requirements |
| Numeracy | • Uses formal and some informal, oral and written mathematical language and representation to prepare and communicate budgetary and financial |


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| SKILL | DESCRIPTION |
|---|---|
| | information |
| Oral communication | • Participates in verbal discussions using clear language and appropriate features to present or seek information<br>• Using listening and questioning skills to seek information and confirm understanding |
| Self-management | • Identifies and responds to organisational and legislative/regulatory requirements |
| Teamwork | • Selects and uses appropriate communication protocols and practices to ensure shared understanding of project roles and expectations<br>• Uses collaborative techniques to engage stakeholders in consultations and negotiations |
| Planning and organising | • Develops and implements plans to manage projects that involve diverse stakeholders with potentially competing demands<br>• Systematically gathers and analyses all relevant information and evaluates options to make informed decisions<br>• Evaluates outcomes of decisions to identify opportunities for improvement |
| Technology | • Uses digital technologies and applications to access, organise and share information |

# Unit Mapping Information

Supersedes and is equivalent to BSBPMG522 Undertake project work.

Supersedes but is not equivalent to BSBADM407 Administer projects.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBPMG430 Undertake project work

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- undertake project work on a minor project or a section of a larger project.

In the course of the above, the candidate must:

- confirm the quality of project outcomes according to expectations of the organisation
- consult and communicate with relevant stakeholders to generate input and engagement in planning, implementing and reviewing the project
- provide support to team members to enable them to achieve deliverables and to transition them as appropriate at completion of the project.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- project management tools
- types of documents and other sources of information commonly used in defining the parameters of a project
- mission, goals, objectives and operations of the organisation
- relevant legislation and regulations, including work health and safety (WHS) requirements, for project planning
- project management processes according to policies and procedures of the organisation and including:
  - lines of authority and approvals
  - quality assurance
  - human resources
  - budgets and finance
  - risk management
  - recordkeeping


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- reporting.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- relevant legislation, regulations, standards and codes
- workplace documentation and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBPRO301 Recommend products and services

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Application

This unit describes the skills and knowledge required to provide advice and information within an organisation about the development and distribution of its products and services.

It applies to individuals who apply a broad range of administrative competencies in varied work contexts, using some discretion and judgement and who may provide technical advice and support to a team.

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

## Unit Sector

Industry Capability – Product Skills and Advice

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Develop and maintain knowledge of products and services | 1.1 Actively and regularly research knowledge and understanding of industry products and services using authoritative sources<br>1.2 Use available product and service documentation to identify and understand characteristics of products and services, and to make comparisons with other products and services<br>1.3 Accurately document and maintain information on products and services in a format consistent with organisational requirements |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 1.4 Apply acquired knowledge to improve quality within personal work areas |
| 2. Recommend products and services | 2.1 Ensure that recommendations on products and services are in line with organisational requirements<br>2.2 Provide recommendations that emphasise product and service issues relevant to client needs<br>2.3 Ensure that evidence in support of recommendations is verifiable and presented in a suitable format<br>2.4 Structure recommendations to identify clear benefits to clients and the organisation |
| 3. Advise on promotional activities | 3.1 Provide advice that is clear, is supported by verifiable evidence and is compatible with organisational requirements<br>3.2 Ensure that promotional documentation and materials are appropriate to presentation of the organisation's products and services<br>3.3 Ensure that costs of promotional activities conform to budget resources<br>3.4 Estimate impact of promotional activities from verifiable customer feedback sources<br>3.5 Evaluate the benefits of promotional activities and incorporate in plans for future promotional activities |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Reading | 1.1, 1.2, 3.4 | • Interprets, understands and compares textual information about products and services from a range of sources |
| Writing | 1.2, 1.3, 2.2, 2.3, 2.4, 3.1, 3.2, 3.5 | • Uses clear and specific language to develop documents for different audiences in accordance with organisational requirements |
| Oral Communication | 3.1 | • Provides recommendations using language appropriate to the purpose and audience |


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| | | |
|---|---|---|
| Numeracy | 3.3, 3.4 | • Extracts and evaluates meaning from data to calculate actual costs against budget and impact of promotional activities |
| Navigate the world of work | 1.3, 1.4, 2.1, 3.1 | • Understands and follows organisational policies and procedures relevant to own role |
| Get the work done | 1.1-1.3, 2.1-2.4, 3.1, 3.2, 3.5 | • Plans and implements tasks required to achieve required outcomes<br>• Analyses information in order to decide on appropriate advice or recommendations<br>• Evaluates outcomes of decisions to identify opportunities for improvement |

# Unit Mapping Information

| **Code and title current version** | **Code and title previous version** | **Comments** | **Equivalence status** |
|---|---|---|---|
| BSBPRO301 Recommend products and services | BSBPRO301A Recommend products and services | Updated to meet Standards for Training Packages | Equivalent unit |

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBPRO301 Recommend products and services

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- use appropriate sources to document accurate information about the organisation's products and services
- prepare and provide advice about products and services according to organisational requirements
- evaluate promotional activities including consideration of:
  - whether promotional materials meet organisational requirements
  - actual costs against budget
  - customer feedback.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list authoritative sources of information about the organisation's products and services
- outline the organisation's products and services
- outline the policies and procedures that apply when providing advice or recommendations about products and services
- list and describe organisational promotional activities
- explain methods used to gather verifiable customer feedback about products and services
- explain how and why customer feedback is analysed.


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# Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability – product skills and advice field of work and include access to:

- relevant organisational policies and procedures
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBPRO401 Develop product knowledge

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Application

This unit describes the skills and knowledge required to develop product knowledge in preparation for the sales process.

It applies to individuals who need to solve a defined range of unpredictable problems, analyse and evaluate information from a variety of sources and who may provide leadership and guidance to others with some limited responsibility for the output of others.

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

## Unit Sector

Industry Capability – Product Skills and Advice

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Acquire knowledge of products in a specified area | 1.1 Identify information sources about products in a specified area and evaluate them for reliability and validity<br>1.2 Identify product purpose/s and use/s<br>1.3 Identify key features of the product/s<br>1.4 Identify product strengths and weaknesses<br>1.5 Articulate guarantees and warranties and identify service support details |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| 2. Convert product knowledge into benefits | 2.1 Identify features of the product which have potential buyer appeal<br>2.2 Present features of the product which have buyer appeal as benefits to the buyer<br>2.3 Present product benefits within the context of organisational requirements and legislation |
| 3. Evaluate competitors' products | 3.1 Use a range of information sources to identify competitors' products<br>3.2 Compare features, benefits, strengths and weaknesses of competitors' products with own products<br>3.3 Establish relative standing of the organisation's product with the competitors' product/s and communicate differences to the buyer |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Reading | 1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 3.3 | • Identifies, interprets, understands and compares information to monitor and evaluate quality of product and services and check against client requirements |
| Writing | 1.1, 1.5, 2.2, 2.3, 3.2 | • Records results of product evaluations to show clear comparisons of features, benefits and weaknesses<br>• Uses clear and specific language to develop documents for different audiences in accordance with organisational requirements |
| Oral Communication | 2.2, 2.3, 1.5, 3.3 | • Provides recommendations using language appropriate to the purpose and audience |
| Numeracy | 1.3, 1.4, 3.2, 3.3 | • Analyses numerical information to measure, compare and evaluate features |
| Navigate the world of work | 2.3 | • Understands and follows organisational policies and procedures and legislative requirement relevant to own role |
| Get the work | 1.1, 3.1, 3.3 | • Plans and implements tasks required to achieve required outcomes |


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| | | |
|---|---|---|
| done | | • Analyses information to decide on appropriate recommendations |

# Unit Mapping Information

| **Code and title current version** | **Code and title previous version** | **Comments** | **Equivalence status** |
|---|---|---|---|
| BSBPRO401 Develop product knowledge | BSBPRO401A Develop product knowledge | Updated to meet Standards for Training Packages | Equivalent unit |

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBPRO401 Develop product knowledge

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- use valid and reliable sources to gather information about the organisation's products and competitors' products
- determine buyer needs and present key features and benefits of product to match needs, in accordance with organisational and legislative obligations
- compare competitors' products with own organisation's products and communicate differences to buyer.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list sources of information for own organisation's products and competitors' products
- explain why it is important to discuss features, benefits, strengths and weaknesses when describing products
- summarise industry competitors, including products offered and potential buyer markets
- outline organisational policies and procedures, relevant to the sales process
- outline the key provisions of relevant legislation, regulations, standards and codes of practice that are relevant to the sales process.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability – product skills and advice field of work and include access to:


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- information sources regarding an organisation's and competitors' products, service or ideas
- office equipment and resources
- relevant organisational policies and procedures
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBSLS408 Present, secure and support sales solutions

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Application

This unit describes the skills and knowledge required to present sales solutions that respond to specific buying needs of a client, and to use sales processes associated with securing prospect commitment to proceed with a sale.

It also includes attending to post-sales activities that build and strengthen the partnership between a salesperson and client, and enhance the likelihood of future sales.

It applies to individuals working in sales-related positions in a small, medium or large enterprise, in a wide variety of industries, who may provide sales solutions individually, or provide advice and support on aspects of sales solutions to support a sales team.

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

## Unit Sector

Business Development – Sales

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for sales presentation | 1.1 Obtain and organise products, ideas and services for use within sales presentation<br>1.2 Review product information to ensure familiarity with products |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 1.3 Identify sales tactics, and assess and choose options that meet needs and preferences of the prospect<br>1.4 Consider variety of sales solutions and prepare to meet buyer needs<br>1.5 Identify and select sales aids<br>1.6 Identify alternatives for prospects and assess in relation to anticipated buyer needs |
| 2. Present sales solution | 2.1 Use gestures, posture, body language, facial expressions and voice to create a supportive selling environment<br>2.2 Use listening skills and open-ended questions to identify buyer needs, preferences, motives and objections<br>2.3 Adjust presentation to match needs and preferences of buyer<br>2.4 Use persuasive communication techniques to secure buyer interest<br>2.5 Ensure presentation demonstrates and communicates key features of product and emphasises benefits in relation to identified buyer needs<br>2.6 Obtain and present proof of benefits through product purchase<br>2.7 Use sales aids to build buyer understanding of how product aligns with needs |
| 3. Respond to buyer signals | 3.1 Identify and assess verbal and non-verbal buying signals<br>3.2 Use probing to identify source of buyer resistance<br>3.3 Identify strengths and limitations of buyer resistance strategies<br>3.4 Select and implement strategy for managing buyer resistance<br>3.5 Use trial closes strategically during different stages of sales process |
| 4. Negotiate and finalise sale | 4.1 Initiate formal close to sales process following one or more trial closes<br>4.2 Select strategy to close sale, and use supportive and confirming language to support closure<br>4.3 Negotiate conditions of agreement, outline a summary of agreement to buyer, and confirm buyer's decision<br>4.4 Provide advice on financing arrangements, if required<br>4.5 Prepare and complete sales documents, and process and monitor client order |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 4.6 Identify and present cross-selling opportunities to buyer |
| 5. Support post-sale activities | 5.1 Ensure contact is made with buyer post-sale to ensure agreed expectations have been met<br>5.2 Provide technical assistance or advice and assist clients to access appropriate after-sales support<br>5.3 Use feedback solicitation regarding sales process and product satisfaction<br>5.4 Address and resolve service problems and difficulties identified through feedback<br>5.5 Develop and implement client loyalty strategies to secure buyer loyalty and facilitate ongoing contact<br>5.6 Offer and implement additional sales solutions and benefits to clients when opportunities arise |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Reading | 1.1-1.6, 2.7, 4.3-4.6, 5.1-5.6 | • Analyses and evaluates textual information to develop research strategies, integrate facts and ideas, and meet organisational requirements |
| Writing | 1.1, 4.5-4.6, 5.1-5.6 | • Creates documents using specific and detailed language to convey explicit information, requirements and recommendations |
| Oral Communication | 1.1, 2.1-2.7, 3.1-3.5, 4.1-4.6, 5.1-5.6 | • Obtains information by listening and questioning, and<br>• Participates in discussions using detailed, clear and persuasive language to contribute details, express requirements and provide advice |
| Numeracy | 2.6, 4.3-4.5, 5.5 | • Identifies, interprets and compares mathematical information in simple and familiar written texts |
| Interact with others | 2.3, 2.4, 3.2-3.4, 4.2, 5.3-5.5 | • Uses a range of interpersonal skills to build rapport and establish relationships with others<br>• Tailors communication to achieve purpose, demonstrating a sophisticated understanding of audience needs |


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| | | |
|---|---|---|
| Get the work done | 1.1-1.3, 2.1-2.7, 3.2, 3.4, 3.5, 4.1-4.6, 5.1-5.6 | • Sequences and schedules complex activities to achieve outcomes in a timely fashion<br>• Uses systematic, analytical processes in complex, non-routine situations, setting goals, designing strategies, gathering relevant information and evaluating options<br>• Uses formal and informal processes to monitor implementation of solutions and reflect on outcomes<br>• Uses main features and functions of digital tools to complete work tasks and access information |

# Unit Mapping Information

| **Code and title current version** | **Code and title previous version** | **Comments** | **Equivalence status** |
|---|---|---|---|
| BSBSLS408 Present, secure and support sales solutions | BSBSLS408A Present, secure and support sales solutions | Updated to meet Standards for Training Packages | Equivalent unit |

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBSLS408 Present, secure and support sales solutions

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- identify principles of effective sales presentation
- identify buyer needs and present sales solution
- manage buyer resistance
- finalise a sale
- implement support for post-sale activities.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- demonstrate detailed product knowledge, including product:
  - advantages and disadvantages
  - features
  - service benefits
- identify materials and aids that support presentations
- identify principles for achieving an effective sales presentation mix
- describe statistical methods used to demonstrate sales performance
- describe strategies used to:
  - manage client accounts
  - build client goodwill
  - develop client loyalty.


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# Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – sales field of work and include access to:

- office equipment and resources
- support materials for effective presentations
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBSTR301 Contribute to continuous improvement

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to support continuous improvement in an organisation. Particular emphasis is on actively encouraging teams to participate in the process, monitoring and reporting on specified outcomes and supporting opportunities for further improvements.

The unit applies to individuals who use initiative, and organisational and communication skills to influence the ongoing development of the organisation.

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

## Unit Sector

Critical Thinking and Problem Solving – Business Strategy

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Coordinate continuous improvement | 1.1 Communicate objectives and continuous improvement processes of the organisation to team members<br>1.2 Establish roles and skills within the team and identify training needs and performance improvement opportunities<br>1.3 Encourage team members to participate in decision making processes and exercise initiative |
| 2. Monitor and report specified outcomes | 2.1 Monitor team progress using systems and technology of the organisation and identify ways planning and operations could be improved<br>2.2 Report changes to processes and training to relevant |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | stakeholders<br>2.3 Develop plans, in collaboration with team members, to apply continuous improvement techniques and processes |
| 3. Support opportunities for further improvement | 3.1 Communicate recommendations for improvements in achieving organisational objectives to team members<br>3.2 Monitor work performance and support team members to identify further opportunities for improvement<br>3.3 Maintain records, reports and recommendations for improvement within the organisation's systems and processes |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Learning | • Contributes to ongoing organisational improvement by mentoring others to support continuous improvement processes |
| Reading | • Interprets everyday workplace documentation |
| Writing | • Uses appropriate vocabulary and grammatical structures to achieve precise meaning in a range of documentation |
| Oral communication | • Articulates information in a positive manner using appropriate terminology, tone and style appropriate to context and audience<br>• Uses questioning and listening techniques to exchange and clarify information |
| Enterprise and initiative | • Identifies the nature and purpose of own role and associated responsibilities and how own role relates to others and contributes to broader work goals<br>• Takes responsibility for adherence to organisational processes and systems |
| Teamwork | • Shares information and resources, offers assistance and facilitates effective group interactions |
| Planning and organising | • Takes responsibility for routine low-impact decisions within familiar situations<br>• Evaluates effectiveness of decisions in terms of how well they meet stated goals |
| Technology | • Uses a range of digitally based technology and applications to organise, monitor, manage and communicate relevant information effectively |


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# Unit Mapping Information

No equivalent unit. Supersedes but is not equivalent to:

- BSBFLM309 Support continuous improvement systems and processes
- BSBINN201 Contribute to workplace innovation.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBSTR301 Contribute to continuous improvement

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- coordinate, monitor and support the continuous improvement of a work task for a team or work area.

In the course of the above, the candidate must:

- identify options and benefits for improvements
- address barriers to continuous improvement
- use analysis work performance to identify improvement opportunities
- use technology to monitor operational progress
- apply recordkeeping processes.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- principles and techniques relating to:
  - continuous improvement systems and processes
  - benchmarking
  - best practice
- benefits and barriers to continuous improvement
- quality approaches that may be implemented in an organisation
- methods that can be used in continuous improvement
- organisational recording, reporting and recommendation processes.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.



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This includes access to:

- workplace documents and resources relevant to performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBSTR501 Establish innovative work environments

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to create an environment that enables and supports practice which focuses on a holistic approach to the integration of innovation across all areas of work practice.

The unit applies to individuals working in leadership or management roles in any industry or community context. The individual could be employed by the organisation, but may also be an external contractor, the leader of a cross organisation team or of a self-formed team of individuals.

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

## Unit Sector

Critical Thinking and Problem Solving – Business Strategy

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Establish work practices | 1.1 Identify relevant stakeholders<br>1.2 Identify organisational objectives and practices<br>1.3 Evaluate current work conditions<br>1.4 Determine working conditions that allow innovative practices according to organisational policies and procedures<br>1.5 Identify organisational resources relating to innovation<br>1.6 Build and lead team and maximise opportunities for innovation |
| 2. Create an innovative | 2.1 Evaluate the impacts of changing work environment |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| environment | 2.2 Collaborate with stakeholders and develop ideas for enhancing work environment<br>2.3 Identify and select resources required for enhancing work environment<br>2.4 Assess the ability of the workspace to support innovation<br>2.5 Assist team members to adapt and perform in new work environment |
| 3. Implement innovative work environment | 3.1 Encourage creative mindsets, collaborative working and development of positive workplace relationships<br>3.2 Reinforce the value of innovation according to organisational vision and objectives<br>3.3 Take risks to open up opportunities for innovation<br>3.4 Select ways of celebrating and encouraging innovation<br>3.5 Encourage and support evaluation of innovative ideas |
| 4. Share and evaluate innovative ideas and work environment | 4.1 Share relevant information, knowledge and skills on innovative practices with stakeholders<br>4.2 Provide and encourage formal and informal learning opportunities to develop skills required for innovation<br>4.3 Create opportunities where individuals can learn from the experience of others<br>4.4 Seek and respond to suggestions, improvements and innovations from all team members |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Reading | • Interprets and evaluates information that may deal with complex ideas related to issues both within and outside a given workplace context |
| Writing | • Develops information for others using language to suit the context and audience |
| Oral communication | • Presents ideas and concepts to a range of audiences using structure and language to suit the audience<br>• Uses active listening and questioning to discuss and clarify information and to confirm understanding |
| Self-management | • Takes responsibility for implementing practices and procedures to achieve organisational objectives in innovation according to role |


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| SKILL | DESCRIPTION |
|---|---|
| | requirements<br>• Accepts responsibility for planning and implementing tasks and practices to achieve organisational goals, negotiating key aspects with others and taking into account current capabilities and needs |
| Initiative and enterprise | • Develops new and innovative ideas through exploration, evaluation, analysis and critical thinking |
| Teamwork | • Uses required communication techniques to build rapport and foster strong relationships with co-workers in a range of work contexts<br>• Uses inclusive and collaborative techniques to share, promote and convey complex information about new ideas and systems within the workplace<br>• Facilitates a climate where people feel comfortable suggesting and discussing improvements and new ideas |
| Problem Solving | • Uses problem solving processes to identify, assess and respond to challenges and risks around innovation |

# Unit Mapping Information

No equivalent unit. Supersedes but is not equivalent to:

- BSBINN501 Establish systems that support innovation
- BSBINN502 Build and sustain an innovative work environment.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBSTR501 Establish innovative work environments

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- establish at least two different procedures and practices that foster innovation in areas of work practice, including at least three of the following:
  - collaborative work arrangements
  - building team capacity to contribute to innovation
  - providing formal and informal learning opportunities
  - evaluating ideas of innovation in work environment
  - celebrating and encouraging innovation
  - consulting with relevant stakeholders
  - changing physical work environment, including designing, fitting-out and decorating workspaces
  - communicating and sharing of ideas and feedback.

In the course of the above, the candidate must:

- reinforce the value of innovation to the vision and objectives of the organisation
- model behaviour, including:
  - being receptive to ideas
  - giving constructive advice
  - establishing and maintaining relationships based on mutual respect and trust
  - taking considered risks that provide opportunities for innovation
- support innovation and collaboration of ideas to make improvements.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- concepts and theories of innovation


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- context for innovation in the workplace, including:
  - core business values
  - overall objectives
  - broader environmental context
  - value and benefit of innovative ideas and projects
- factors and tools that motivate individuals
- creative thinking and innovative work practices
- ways of celebrating and promoting innovation in the workplace
- approaches to management and leadership and how they support and hinder innovation
- challenges and barriers to innovation and ways of overcoming them, including:
  - rewarding and celebrating innovation
  - coaching and learning
  - modelling behaviour and managing the physical environment.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- relevant legislation and codes of practice
- relevant organisational policies and procedures
- workplace equipment and resources.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

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# BSBTEC101 Operate digital devices

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to start up and use a range of basic functions on digital devices.

The unit applies to those who perform a range of routine digital tasks in the various sectors of the business services industry and generally work under direct supervision.

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

## Unit Sector

Digital Competence - Technology Use

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Activate digital device and access features | 1.1 Prepare workspace, furniture and equipment to suit user ergonomic requirements, where required<br>1.2 Activate digital device, and access or log on according to organisation policies and procedures<br>1.3 Identify basic functions and features of digital devices<br>1.4 Customise desktop or application configuration<br>1.5 Request assistance from relevant personnel for using digital device, where required<br>1.6 Access help functions, where required |
| 2. Navigate and organise file or application | 2.1 Open, close and access file or application by selecting correct desktop or menu icons |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| environment | 2.2 Create shortcuts onto the desktop or menu, and request assistance from relevant personnel, where required<br>2.3 Identify and apply keyboard functions for both alpha and numeric keyboard input devices<br>2.4 Create folders and subfolders with relevant names<br>2.5 Identify and access storage devices relevant to the digital device<br>2.6 Download new applications with assistance from relevant stakeholder<br>2.7 Use search functions to locate files or applications |
| 3. Edit and update stored information | 3.1 Rename and move folders and subfolders<br>3.2 Remove files or applications as required, with assistance from relevant stakeholder<br>3.3 Open relevant file, document, or application<br>3.4 Edit content of the file, document, application, or similar in accordance with simple instructions<br>3.5 Save changes in digital device |
| 4. Deactivate personal digital device | 4.1 Save and close all open files, documents or applications<br>4.2 Deactivate digital device according to user procedures |

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Reading | • Recognises textual information within internal procedures and technical documents to determine and complete work requirements |
| Writing | • Inputs information using familiar text types and records numerical and textual information for file naming conventions |

## Unit Mapping Information

Supersedes and is equivalent to BSBITU111 Operate a personal digital device.

Supersedes but is not equivalent to:

- BSBITU112 Develop keyboard skills
- BSBITU307 Develop keyboarding speed and accuracy.


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# Assessment Requirements for BSBTEC101 Operate digital devices

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- on at least three occasions, activate, navigate, and deactivate a digital device.

In the course of the above, the candidate must:

- follow user procedures to power up and access a digital device
- follow user procedures and system information when using the basic functions on digital device, seeking assistance where required
- shut down applications and the device.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- user procedures for powering up and accessing a digital device
- key components of the digital system, including what each component does
- ergonomic issues that impact the use of digital devices
- key functions of the operating system
- organisational conventions for naming files.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- device user information
- different types of digital device.


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Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

# Links

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# BSBTEC201 Use business software applications

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to select and use software and organise electronic information and data.

The unit applies to those who use a limited range of practical skills with a fundamental knowledge of equipment use and the organisation of data in a defined context, under direct supervision or with limited individual responsibility.

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

## Unit Sector

Digital Competence - Technology Use

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Select and prepare to use technology | 1.1 Identify task purpose, audience, format and presentation requirements, and clarify with relevant personnel, where required<br>1.2 Select relevant technology and software applications to achieve requirements of the task<br>1.3 Adjust workspace, furniture and equipment to suit own ergonomic requirements |
| 2. Input and process information or data | 2.1 Identify and open application, according to task and organisational requirements<br>2.2 Enter information or data into application according to organisational requirements |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 2.3 Ensure information or data is checked and amended according to organisational and task requirements<br>2.4 Format information or data using appropriate application functions according to organisational and task requirements<br>2.5 Use relevant help functions to overcome simple issues |
| 3. Finalise and store document | 3.1 Review and edit final information or data, and prepare for storage in accordance with organisational and task requirements<br>3.2 Name and store document and exit application |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| SKILL | DESCRIPTION |
|---|---|
| Reading | • Recognises and interprets information from familiar sources to determine job role and task requirements |
| Writing | • Produces and amends files to meet task and organisational requirements<br>• Completes required documentation using organisational formats |

## Unit Mapping Information

Supersedes and is equivalent to:

- BSBITU211 Produce digital text documents
- BSBITU212 Create and use spreadsheets
- BSBWOR204 Use business technology.

Supersedes but is not equivalent to BSBCUE301 Use multiple information systems.

## Links

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# Assessment Requirements for BSBTEC201 Use business software applications

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- select and use at least three business software applications on two occasions each.

In the course of the above, the candidate must:

- select and use technology safely and according to organisational requirements
- identify and address faults according to requirements.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key features of:
  - organisation's work health and safety requirements relevant to own role
  - organisation's requirements for file naming and storage
  - applications used for organising electronic information and data.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace equipment and resources
- electronic files, information and data
- workplace documentation.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.


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# Links

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# BSBTEC301 Design and produce business documents

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to design and produce various business documents. It includes selecting and using a range of functions on a variety of computer applications.

The unit applies to those who possess fundamental skills in computer operations. They may exercise discretion and judgement using appropriate theoretical knowledge of document design and production to provide technical advice and support to a team.

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

## Unit Sector

Digital Competence - Technology Use

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Select and prepare resources | 1.1 Select and use technology and software applications to produce required business documents<br>1.2 Select layout and style of publication according to information and organisational requirements<br>1.3 Use basic design principles and ensure document design is consistent with organisational requirements<br>1.4 Discuss and clarify format and style with required stakeholder |
| 2. Design document | 2.1 Identify, open and create files according to task and organisational requirements<br>2.2 Design document and ensure efficient entry of information |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 2.3 Use a range of functions to ensure consistency of design and layout |
| 3. Produce document | 3.1 Complete document production according to organisational policies, procedures and requirements<br>3.2 Check document produced to ensure it meets task requirements for style and layout<br>3.3 Store document appropriately and save document<br>3.4 Use help function to overcome basic difficulties with document design and production, where required |
| 4. Finalise document | 4.1 Proofread document for readability, accuracy and consistency of language, style and layout prior to final output<br>4.2 Modify document according to task requirements<br>4.3 Name and store document in accordance with organisational requirements and exit application<br>4.4 Present document according to task requirements |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| SKILL | DESCRIPTION |
|---|---|
| Reading | • Recognises and interprets textual information from a range of sources to determine and adhere to requirements |
| Writing | • Develops documents using required format, accurate spelling and grammar and terminology specific to requirements<br>• Organises content to support purposes and audience of material, using clear and logical language |
| Self-management | • Recognises and follows explicit and implicit protocols and meets expectations associated with own role |

# Unit Mapping Information

Supersedes and is equivalent to:

- BSBITU306 Design and produce business documents
- BSBITU313 Design and produce digital text documents.

Supersedes but is not equivalent to:


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- BSBINT305 Prepare business documents for the international trade of goods
- BSBITU309 Produce desktop published documents.

# Links

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# Assessment Requirements for BSBTEC301 Design and produce business documents

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- design, produce and finalise four different types of business documents, using at least two different software applications.

In the course of the above, the candidate must:

- comply with organisational policies and procedures for producing business documents
- adhere to task requirements when producing documents including:
  - applying basic design principles
  - applying consistent formatting
  - using appropriate styles
  - using correct layouts
  - proofreading
- use required data storage options.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- technology required to produce document
- key functions and features of contemporary computer applications
- organisational policies and procedures
- organisational requirements for document design, including style guide.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.


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This includes access to:

- workplace equipment and resources
- relevant software applications
- style guide
- organisational policies and procedures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

# Links

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# BSBTWK401 Build and maintain business relationships

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to establish, develop and maintain effective work relationships and networks through relationship building and negotiation skills required by workers. These workers may be within an organisation as well as freelance or contract workers.

The unit applies to individuals with a broad knowledge of networking and negotiation who contribute to creating solutions to unpredictable problems. They may have responsibility for and provide guidance to others.

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

## Unit Sector

Social Competence – Teamwork and Relationships

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Establish business relationships | 1.1 Identify business development and networking objectives of the organisation and own role<br>1.2 Determine networking opportunities according to identified objectives and organisational policies and procedures<br>1.3 Confirm communication channels for information exchange with business contacts<br>1.4 Engage with business contacts using written and verbal communication to promote business opportunities |
| 2. Maintain business | 2.1 Use communication techniques to establish rapport with |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| relationships | business contacts<br>2.2 Identify barriers to business development opportunities<br>2.3 Use problem-solving techniques to negotiate solutions to identified situations<br>2.4 Seek specialist advice in the development of contacts, as required |
| 3. Build and improve business relationships | 3.1 Develop strategies to represent and promote organisational interests to contacts<br>3.2 Participate in formal and informal networks that promote the organisation<br>3.3 Communicate issues regarding relationships in writing and verbally to organisational personnel<br>3.4 Seek and respond to feedback from management on the quality of relationships with business contacts |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| SKILL | DESCRIPTION |
|---|---|
| Learning | • Seeks opportunities to develop and extend expertise and identify areas for professional improvement |
| Reading | • Sources and analyses information to establish networks that consistently promotes business opportunities |
| Writing | • Uses appropriate vocabulary, layout and grammatical structure to convey ideas and information |
| Oral Communication | • Uses persuasive language and appropriate non-verbal features to achieve mutually acceptable outcomes<br>• Uses active listening and questioning techniques to confirm understanding |
| Initiative and enterprise | • Identifies and adheres to organisational policies and procedures |
| Teamwork | • Looks for ways to establish connections and build genuine understanding with a diverse range of people<br>• Cultivates relationships with people with the knowledge, skills and influence to get things done or provide support |


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| SKILL | DESCRIPTION |
|---|---|
| Planning and organising | • Takes responsibility for planning, sequencing and implementing tasks required to build and maintain networks<br>• Uses analytical processes to identify problems, gather relevant information, evaluate options and determine solutions |

# Unit Mapping Information

Supersedes and is equivalent to BSBREL401 Establish networks.

Supersedes but is not equivalent to:

- BSBREL402 Build client relationships and business networks
- BSBREL403 Implement international client relationship strategies
- BSBSMB411 Manage specialist external advisory services.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBTWK401 Build and maintain business relationships

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- communicate with others to build and maintain at least two different business relationships.

In the course of the above, the candidate must:

- promote professional business relationship using written and verbal communication techniques
- identify methods to improve business relationships
- participate in formal and informal networking opportunities that promote the business.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- strategies for establishing and maintaining business relationships
- methods of engaging with business contacts including through participation in professional networks and associations
- relevant networks, organisations, agencies, associations or individuals
- principles and techniques needed to negotiate positive outcomes
- organisational policies, plans and procedures relevant to business relationships
- methods for obtaining feedback on business relationships.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- workplace documentation and resources


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- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBWHS311 Assist with maintaining workplace safety

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to assist with implementing and monitoring an organisation's work health and safety (WHS) policies, procedures and programs as part of a small work team.

The unit applies to individuals who have roles in assisting with maintaining workplace safety in an organisation. Individuals closely monitor aspects of work associated with the safe delivery of products and services, and they contribute to influencing safety in the workplace.

**NOTES**

1. The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent, and generally either can be used in the workplace. In jurisdictions where *model WHS laws* have not been implemented, registered training organisations (RTOs) are advised to contextualise this unit of competency by referring to existing WHS legislative requirements.

2. The *model WHS laws* include the model WHS Act, model WHS Regulations and model WHS Codes of Practice. See Safe Work Australia for further information.

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

## Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the* | *Performance criteria describe the performance needed to* |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *essential outcomes.* | *demonstrate achievement of the element.* |
| 1. Assist with incorporating WHS policies and procedures into work team processes | 1.1 Identify health and safety requirements of work team according to applicable WHS laws<br>1.2 Assist with explaining organisational WHS policies, procedures, programs and legislative requirements to required personnel<br>1.3 Assist with explaining hazard identification and risk assessment outcomes to required personnel |
| 2. Contribute to consultative arrangements for managing WHS | 2.1 Assist with implementing consultative processes designed to engage work team in managing WHS<br>2.2 Respond to WHS issues in a timely manner and according to organisational policies and procedures for issue resolution<br>2.3 Encourage others to participate in arrangements for managing WHS<br>2.4 Assist in engaging with required personnel to identify and implement improvements in response to WHS feedback |
| 3. Contribute to organisational procedures for providing WHS training | 3.1 Identify WHS training needs of the work team and report to relevant stakeholders<br>3.2 Identify strategies and opportunities for developing work team's WHS competence and report to relevant stakeholders<br>3.3 Provide assistance to work team members to support the effective development of their WHS competence |
| 4. Participate in identifying hazards, and assessing and controlling risks for the work area | 4.1 Identify hazards in the work area and report to relevant stakeholders according to organisational policies and procedures, and WHS legislative requirements<br>4.2 Assist with implementing processes designed to control risks using the hierarchy of control measures according to organisational procedures and WHS legislative requirements<br>4.3 Identify and document inadequacies in existing risk control measures according to organisational policies and procedures, the hierarchy of control measures and WHS legislative requirements<br>4.4 Report inadequacies in existing risk control measures to relevant stakeholders<br>4.5 Complete and maintain WHS incident records in the work area according to organisational procedures and WHS legislative requirements |


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# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Description |
|---|---|
| Reading | • Interprets WHS legislative and organisational documentation<br>• Applies appropriate strategies to construct meaning from WHS legislative and organisational documentation |
| Writing | • Documents WHS information using required format and industry specific vocabulary |
| Oral communication | • Presents information using language and non-verbal communication appropriate to audience and context<br>• Uses questioning and active listening to confirm understanding |
| Navigate the world of work | • Follows WHS policies, procedures and legislative requirements relevant to own role<br>• Keeps up to date with changes to WHS laws relevant to own role |
| Interact with others | • Selects appropriate communication protocols and conventions to provide information to others<br>• Collaborates with others to achieve joint outcomes<br>• Plays an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion<br>• Provides feedback to others in forms with which they can engage and respond |
| Get the work done | • Sequences and schedules activities, monitors implementation and manages relevant communication<br>• Initiates standard procedures when responding to issues raised through consultation<br>• Uses feedback to participate in the identification and implementation of opportunities to improve arrangements for managing WHS issues |

# Unit Mapping Information

Supersedes and is equivalent to BSBWHS301 Maintain workplace safety.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBWHS311 Assist with maintaining workplace safety

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, and to:

- assist with implementing and monitoring at least three different organisational work health and safety (WHS) policies or procedures into a work team's processes.

During the above, the candidate must:

- assist with implementing and monitoring consultation about each policy or procedure according to legislative and organisational requirements
- identify opportunities to encourage work team to contribute to implementing improvements to each policy or procedure based on feedback received through consultation
- complete WHS documentation.

## Knowledge Evidence

The candidate must demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit. This includes knowledge of:

- characteristics and composition of the work team
- procedures related to the following:
  - identifying hazards
  - assessing and controlling risks to health and safety, including the hierarchy of control measures
- organisational WHS policies and procedures, including those relating to:
  - risk management
  - fire
  - emergencies
  - evacuation
  - incident investigation


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    - reporting
- relevant legislation, regulations and codes of practice from all levels of government that impact on business operations, including those relating to:
    - WHS and environmental issues
    - equal opportunity
    - industrial relations
    - anti-discrimination
- WHS aspects of other organisational systems and procedures.

## Assessment Conditions

Assessment must comply with WHS laws, and WHS legal responsibilities and duty of care required for this unit. It must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities undertaken by individuals carrying out WHS duties in the workplace, and include access to:

- safety processes relevant to the area of work
- organisational policies and procedures, standard operating procedures and plans
- standards, WHS laws and licensing requirements
- opportunities for interaction with others
- workplace equipment and resources required for the performance evidence.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBWHS401 Implement and monitor WHS policies, procedures and programs to meet legislative requirements

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package release 1.0 |

## Application

This unit describes the skills and knowledge required to implement and monitor an organisation's work health and safety (WHS) policies, procedures and programs in the relevant work area in order to meet legislative requirements.

It applies to individuals with supervisory responsibilities for implementing and monitoring the organisation's WHS policies, procedures and programs in a work area. These individuals have a broad knowledge of WHS policies and contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They provide supervision and guidance to others and have limited responsibility for the output of others.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

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

## Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the* | *Performance criteria describe the performance needed to* |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *essential outcomes.* | *demonstrate achievement of the element.* |
| 1. Provide information to the work team about WHS policies and procedures | 1.1 Accurately explain to the work team relevant provisions of WHS Acts, regulations and codes of practice<br>1.2 Provide information about the organisation's WHS policies, procedures and programs, and ensure it is readily accessible to, and understandable by the work team<br>1.3 Regularly provide and clearly explain to the work team information about identified hazards and the outcomes of risk assessment and control |
| 2. Implement and monitor participation arrangements for managing WHS | 2.1 Communicate to workplace parties the importance of effective consultation mechanisms in managing health and safety risks in the workplace<br>2.2 Apply consultation procedures to facilitate participation of the work team in managing work area hazards<br>2.3 Promptly deal with issues raised through consultation, according to organisational consultation procedures and WHS legislative and regulatory requirements<br>2.4 Promptly record and communicate to the work team the outcomes of consultation over WHS issues |
| 3. Implement and monitor organisational procedures for providing WHS training | 3.1 Identify WHS training needs according to organisational requirements and WHS legislative and regulatory requirements<br>3.2 Make arrangements to meet WHS training needs of team members in consultation with relevant individuals<br>3.3 Provide workplace learning opportunities and coaching and mentoring assistance to facilitate team and individual achievement of identified WHS training needs<br>3.4 Identify and report to management the costs associated with providing training for work team, for inclusion in financial and management plans |
| 4. Implement and monitor organisational procedures and legal requirements for identifying hazards and assessing and controlling risks | 4.1 Identify and report on hazards in work area according to WHS policies and procedures and WHS legislative and regulatory requirements<br>4.2 Promptly action team member hazard reports according to organisational procedures and WHS legislative and regulatory requirements<br>4.3 Implement procedures to control risks using the hierarchy of control, according to organisational and WHS legislative requirements |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 4.4 Identify and report inadequacies in existing risk controls according to hierarchy of control and WHS legislative requirements<br>4.5 Monitor outcomes of reports on inadequacies, where appropriate, to ensure a prompt organisational response |
| 5. Implement and monitor organisational procedures for maintaining WHS records for the team | 5.1 Accurately complete and maintain WHS records of incidents of occupational injury and disease in work area, according to WHS policies, procedures and legislative requirements<br>5.2 Use aggregate information and data from work area records to identify hazards and monitor risk control procedures in work area |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Reading | 1.1-1.3, 5.2 | • Interprets and analyses complex WHS legislative and organisational texts |
| Writing | 1.1-1.3, 2.3, 2.4, 3.1, 3.2, 3.4, 4.1, 4.4, 5.1 | • Documents WHS legislative and organisational information using structure, layout and language suitable for audience<br>• Records WHS issues and actions taken according to reporting requirements<br>• Prepares and maintains required records using appropriate structure and vocabulary |
| Oral communication | 1.1-1.3, 2.1, 2.4, 3.2, 3.3, 4.1, 4.4 | • Provides WHS legislative and organisational information and advice using structure and language suitable for audience |
| Numeracy | 3.4, 5.2 | • Extracts, interprets and comprehends mathematical information in relation to training costs and risk management data |
| Navigate the world of work | 1.1,1.2, 2.3, 3.1, 4.1-4.5, 5.1 | • Takes responsibility for adherence to legal and regulatory responsibilities and organisational policies and procedures in relation to WHS<br>• Keeps up to date on changes to WHS legislation or regulations and organisational policies and procedures |
| Interact with | 2.2, 3.2, 3.3 | • Selects and uses appropriate conventions and protocols to facilitate consultation or provide feedback |


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| | | |
|---|---|---|
| others | | • Initiates and contributes to facilitating consultative role, responding, explaining, clarifying and expanding on ideas and information as required<br>• Collaborates with others to achieve individual and team outcomes |
| Get the work done | 2.2, 3.2, 3.3, 4.1-4.5, 5.1 | • Uses combination of formal, logical planning and intuitive understanding of context to identify relevant information and risks, and identify and evaluate alternative strategies<br>• Uses formal decision-making processes, setting or clarifying goals, gathering information and identifying and evaluating choices against a set of criteria<br>• Recognises and takes responsibility for reporting WHS risk control inadequacies<br>• Uses formal and informal processes to monitor implementations of WHS solutions and reflect on outcomes |

# Unit Mapping Information

| **Code and title current version** | **Code and title previous version** | **Comments** | **Equivalence status** |
|---|---|---|---|
| BSBWHS401 Implement and monitor WHS policies, procedures and programs to meet legislative requirements | BSBWHS401A Implement and monitor WHS policies, procedures and programs to meet legislative requirements | Updated to meet Standards for Training Packages<br><br>Minor edits to clarify intent of performance criteria | Equivalent unit |

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBWHS401 Implement and monitor WHS policies, procedures and programs to meet legislative requirements

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- explain clearly and accurately to work team the relevant work health and safety (WHS) information including:
  - WHS legislative and organisational requirements
  - identified hazards and outcomes of risk assessment and control
- ensure that the team has access to information about WHS policies, procedures and programs in appropriate structure and language
- implement and monitor procedures according to organisational and legislative WHS requirements including:
  - consultation and communications to enable team members to participate in managing WHS risks and hazards
  - identifying WHS training needs and providing learning opportunities, coaching and mentoring as appropriate to needs
  - identifying, reporting and taking action on WHS hazards and risks
  - identifying and reporting inadequacies in existing risk controls and monitoring outcomes to ensure a prompt organisational response
  - reporting on the cost of WHS training
  - keeping WHS records
  - analysing aggregate WHS data to identify hazards and monitor risk control procedures in work area.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.


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# Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the legal responsibilities and duties of managers, supervisors, persons conducting businesses or undertakings (PCBUs) and workers in relation to WHS risk management in the workplace
- identify key provisions of relevant WHS Acts, regulations and codes of practice that apply to the business and outline how they apply in the work area
- explain organisational policies and procedures relating to hazard identification, risk management, fire, emergency and evacuation, incident investigation and reporting
- explain the importance of effective consultation mechanisms in managing health and safety risks in the workplace
- explain how the hierarchy of control applies in the work area.

# Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- an actual workplace or simulated environment
- workplace equipment and resources
- examples of documents relating to workplace safety, hazard identification and risk assessment
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBWHS411 Implement and monitor WHS policies, procedures and programs

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to implement and monitor an organisation's work health and safety (WHS) policies, procedures and programs in the relevant work area in order to meet legislative requirements.

The unit applies to those with supervisory responsibilities in a work area who have a broad knowledge of WHS policies and contribute well-developed skills in creating solutions to problems through analysis and evaluation of information from a variety of sources. They provide supervision and guidance to others and have limited responsibility for the output of others.

**NOTES**

1. The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent, and generally either can be used in the workplace. In jurisdictions where *model WHS laws* have not been implemented, registered training organisations (RTOs) are advised to contextualise this unit of competency by referring to existing WHS legislative requirements.

2. The *model WHS laws* include the model WHS Act, model WHS Regulations and model WHS Codes of Practice. See Safe Work Australia for further information.

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

## Unit Sector

Regulation, Licensing and Risk – Work Health and Safety



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# Elements and Performance Criteria

| ELEMENTS | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Provide information to work team about WHS policies and procedures | 1.1 Identify and communicate relevant provisions about WHS laws to work team<br>1.2 Provide information about organisation's WHS policies, procedures and programs, and ensure it is readily accessible to work team<br>1.3 Communicate information about identified hazards and outcomes of risk assessment and control to work team |
| 2. Implement and monitor work team consultative arrangements for managing WHS | 2.1 Communicate importance of consultation mechanisms in managing WHS risks to work team<br>2.2 Apply consultation mechanisms to facilitate work team participation in managing work area hazards, according to organisational policies and procedures<br>2.3 Contribute to managing issues raised through consultation mechanisms, according to organisational consultation procedures and WHS legislative requirements<br>2.4 Communicate outcomes of consultation about WHS issues to work team |
| 3. Implement and monitor organisational procedures for providing WHS training to work team | 3.1 Identify and document team WHS training needs according to organisational requirements and WHS laws<br>3.2 Make arrangements to meet WHS training needs of team members in consultation with relevant stakeholders<br>3.3 Provide workplace learning opportunities to facilitate team and individual achievement of identified WHS training needs |
| 4. Implement and monitor organisational procedures and legal requirements for identifying hazards, and assessing and controlling risks | 4.1 Identify and report on hazards in work area according to organisational policies and procedures, and WHS legislative requirements<br>4.2 Contribute to managing and implementing hazard reports according to organisational policies and procedures, and WHS legislative requirements<br>4.3 Implement procedures to control risks using the hierarchy of control measures according to organisational policies and procedures, and WHS legislative requirements<br>4.4 Identify and report inadequacies in existing risk controls according to the hierarchy of control measures, and WHS legislative requirements<br>4.5 Monitor outcomes of reports on inadequacies, as required, to ensure prompt organisational response |


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| ELEMENTS | PERFORMANCE CRITERIA |
|---|---|
| 5. Implement and monitor organisational procedures for maintaining WHS records | 5.1 Complete and maintain WHS incident records of occupational injury and disease in work area according to organisational policies and procedures, and WHS legislative requirements<br>5.2 Use aggregate information and data from work area records to meet organisational recordkeeping requirements |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| Skill | Description |
|---|---|
| Reading | • Interprets and analyses WHS laws and organisational texts |
| Writing | • Documents organisational WHS policies, procedures and programs according to WHS laws, using structure, layout and language suitable for audience<br>• Records WHS issues and actions taken according to reporting requirements<br>• Prepares and maintains required records using appropriate structure and vocabulary |
| Oral communication | • Provides WHS organisational information and advice using structure and language suitable for audience<br>• Uses questioning and active listening to clarify understanding |
| Navigate the world of work | • Adheres to legal and regulatory responsibilities, and organisational policies and procedures in relation to own WHS role and responsibilities<br>• Keeps up to date on changes to WHS laws, and related organisational policies and procedures relevant to own role |
| Interact with others | • Selects and uses appropriate conventions and protocols to facilitate consultation and provide feedback<br>• Initiates and contributes to facilitating consultative role: responding, explaining, clarifying and expanding on ideas and information as required<br>• Collaborates with others to achieve individual team member and team outcomes |
| Get the work done | • Uses combination of logical planning and intuitive understanding of context to identify relevant information and risks, and to identify and evaluate alternative strategies<br>• Uses decision-making processes: sets and clarifies goals, gathers |


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| Skill | Description |
|---|---|
| | information, and identifies and evaluates choices against a set of criteria<br>• Takes responsibility for reporting WHS risk control inadequacies<br>• Uses processes to monitor implementation of WHS organisational procedures |

# Unit Mapping Information

Supersedes and is equivalent to BSBWHS401 Implement and monitor WHS policies, procedures and programs to meet legislative requirements.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBWHS411 Implement and monitor WHS policies, procedures and programs

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, and to:

- implement and monitor the work health and safety (WHS) policies, procedures and programs for one work area in an organisation.

During the above, the candidate must:

- explain relevant WHS information clearly and accurately to work team
- provide work team with access to WHS policies, procedures and programs in appropriate structure and language
- implement and monitor procedures, according to WHS legislative and organisational requirements, for:
  - consultation on and communication about WHS hazards and risks
  - WHS training needs and learning opportunities
  - WHS records
  - using WHS aggregate data relating to hazards and risk control.

## Knowledge Evidence

The candidate must demonstrate the knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit. This includes knowledge of:

- key provisions of commonwealth and state/territory WHS laws that apply to the business, and procedures for their application in the work area
- organisational policies and procedures for:
  - consulting during WHS issue management
  - identifying hazards and managing risks, including using aggregate information and work area data
  - incident response, investigation and reporting


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- legal responsibilities and duties of managers, supervisors, persons conducting a business or undertaking (PCBUs) and workers in relation to WHS risk management in the workplace
- procedures for assessing implications of near misses in relation to incidents, injuries and illnesses in the work area
- effective consultation mechanisms in managing health and safety risks in the workplace
- features of effective workplace learning opportunities, including coaching and mentoring assistance that facilitates team and individual achievement of WHS training needs
- key principles and components of the hierarchy of control measures
- procedures for applying the hierarchy of control measures in own work area.

## Assessment Conditions

Assessment must comply with WHS laws, legal responsibilities and duty of care required for this unit. It must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities undertaken by individuals carrying out WHS duties in the workplace, and must include access to:

- actual workplace or simulated environment
- workplace equipment and resources
- examples of documents about workplace safety, hazard identification and risk assessment
- WHS laws and organisational documentation required to demonstrate the performance evidence
- opportunities for interaction with others.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# BSBWRT411 Write complex documents

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Application

This unit describes the skills and knowledge required to plan, draft and finalise complex documents.

The unit applies to individuals who work in a range of business environments and are skilled in the creation of documents that are more complex than basic correspondence, memos and/or forms and that require review and analysis of a range of information sources.

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

## Unit Sector

Social Competence – Written Communication

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Plan complex document | 1.1 Determine audience, purpose and requirements of document according to organisation policies and procedures<br>1.2 Determine required format, style and structure for document<br>1.3 Establish method of communication<br>1.4 Develop content overview of document<br>1.5 Determine categories and logical sequence of information according to proposed structure, content and document requirements |
| 2. Draft complex document | 2.1 Confirm information is cohesive and satisfies document purpose and requirements<br>2.2 Develop draft document to communicate data, information and |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | knowledge according to organisational policies and procedures<br>2.3 Identify gaps in required data, information and knowledge, and collect additional material from relevant sources, if required<br>2.4 Draft text according to document purposes and requirements |
| 3. Finalise complex document | 3.1 Review draft text and confirm document purpose and requirements are met<br>3.2 Check grammar, spelling and style for accuracy and punctuation<br>3.3 Confirm draft text is approved by relevant organisation personnel<br>3.4 Review and incorporate any amendments in final copy<br>3.5 Apply basic design elements for document appropriate to audience and purpose<br>3.6 Check document and confirm all requirements are met |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Reading | • Interprets a variety of text to determine and confirm task requirements<br>• Proofreads document checking for grammar, spelling, structure, and suitability of style and format for audience |
| Oral Communication | • Uses listening and questioning skills to seek additional information or confirmation of task completion |
| Self-management | • Follows accepted communication practices and protocols when seeking information or feedback from others<br>• Takes responsibility for planning, sequencing and prioritising tasks to achieve required outcomes |
| Technology | • Uses the main features and functions of digital tools to complete work tasks |

# Unit Mapping Information

Supersedes and is equivalent to BSBWRT401 Write complex documents.


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# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# Assessment Requirements for BSBWRT411 Write complex documents

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 7.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- plan, draft and finalise three different complex documents that convey the required information in a format suitable for the intended audience and purpose according to organisational policies and procedures for document production.

In the course of the above, the candidate must:

- review and analyse a range of information sources
- use business technology to apply formatting and incorporate graphics
- apply organisation style guide/house style.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- organisation style guide/house style
- format and its impact on readability, cohesion and appearance of document
- categories and logical sequences of information
- rules and conventions for written English
- key features of word processing software
- key features of written communication methods, including:
  - general emails
  - procedures
  - business letters
  - meeting agendas
- organisational policies and procedures relating to written communication
- process for checking:
  - suitability of document for audience, purpose, format, and structure


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  - grammar, spelling and style for accuracy and punctuation
- key text elements including basic design elements.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- office equipment and resources
- organisational policies and procedures
- organisational style guides.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10


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# CPCCBC4001A Apply building codes and standards to the construction process for low rise building projects

## Modification History

Not Applicable

## Unit Descriptor

**Unit descriptor**

This unit of competency specifies the outcomes required to access, interpret and apply relevant building codes and standards applicable to the construction processes of residential and low rise commercial buildings (low rise' licensing classification with reference to Class 1 and 10 construction and Classes 2 to 9 with a gross floor area not exceeding 2000 square metres, not including Type A or Type B construction).

To successfully construct low rise buildings requires a thorough knowledge of the purpose and content of the Building Code of Australia (BCA), coupled with the ability to interpret other codes and standards related to a specific building.

## Application of the Unit

**Application of the unit**

This unit of competency supports builders, site managers and related construction industry professionals responsible for ensuring compliance with building codes and standards in the residential and commercial construction industry.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

**Prerequisite units**

Nil



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# Employability Skills Information

**Employability skills** 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. Access and interpret relevant code and standard requirements. | 1.1. Relevant performance requirements from the BCA that apply to individual projects (described as ***low rise***) are identified.<br>1.2. Requirements of relevant BCA deemed-to-satisfy (DTS) provisions are determined.<br>1.3. Requirements of relevant Australian standards referenced in the BCA are accessed and interpreted accordingly. |
| 2. Classify buildings. | 2.1. Nature of a building is determined according to its use and arrangement.<br>2.2. BCA criteria to determine the defined classification are applied.<br>2.3. BCA requirements for multiple classification are identified and interpreted. |
| 3. Analyse and apply a range of solutions to a construction problem for compliance with the | 3.1. Range of criteria that will ensure that construction methods comply with BCA performance requirements is determined.<br>3.2. Alternative solutions to a design or construction problem that will comply with BCA requirements are |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| BCA. | discussed and proposed in accordance with company policies and procedures.<br>3.3. Performance-based solutions are identified and documented in accordance with BCA requirements.<br>3.4. ***Assessment methods*** referenced in the BCA to determine whether a building solution complies with ***performance requirements*** or DTS provision of the BCA are analysed and applied.<br>3.5. Relevant documentation is identified and completed in accordance with BCA requirements. |
| 4. Apply fire protection requirements. | 4.1. Passive and active fire control elements for low rise building required by the BCA and other legislation are identified and applied.<br>4.2. Level of fire resistance required for the construction of various low rise buildings is determined.<br>4.3. Check of existing buildings for compliance with passive and active fire protection requirements is carried out in accordance with BCA requirements. |

# Required Skills and Knowledge

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required skills

Required skills for this unit are:

- analysis and interpretation skills relating to documentation from a wide range of sources, including BCA and referenced documents
- application of design concepts and principles in accordance with BCA, namely:
  - Class 1 and 10
  - Classes 2 to 9 with a gross floor area not exceeding 2000 square metres, not including Type A or Type B construction
- attention to detail in applying building codes and standards
- communication skills to:
  - discuss and propose alternative solutions
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand


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### REQUIRED SKILLS AND KNOWLEDGE

- read and interpret:
  - documentation from a variety of sources, including BCA and referenced documents
  - drawings and specifications
- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication
- written skills to complete documentation in accordance with BCA requirements
- numeracy skills to interpret and apply mathematical information included in building codes and standards.

### Required knowledge

Required knowledge for this unit is:

- basic design principles and the behaviour of structures under stress, strain, compression, bending or combined actions
- BCA performance hierarchy
- definitions and common technical terms or usage specified under general provisions of BCA
- general nature of materials and the effects of performance
- relevant Australian standards
- relevant legislative and OHS requirements, codes and practices
- types of working drawings and specifications
- understanding of the BCA relating to:
  - Class 1 and 10
  - Classes 2 to 9 with a gross floor area not exceeding 2000 square metres, not including Type A or Type B construction.

# Evidence Guide

### EVIDENCE GUIDE

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.

| | |
|---|---|
| **Overview of assessment** | This unit of competency could be assessed by the application of design principles and solutions specified in BCA performance requirements or DTS provisions applicable to a building project.<br><br>This unit of competency can be assessed in the |


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## EVIDENCE GUIDE

| | |
|---|---|
| | workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures. |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | A person who demonstrates competency in this unit must be able to provide evidence of the ability to:<br>• comply with organisational quality procedures and processes<br>• apply and interpret relevant documentation and codes<br>• accurately apply BCA performance requirements relating to the design and construction of a building<br>• understand assessment methods available to determine compliance with the BCA<br>• identify faults and problems and proposed action to rectify. |
| **Context of and specific resources for assessment** | This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.<br><br>Assessment of essential underpinning knowledge will usually be conducted in an off-site context.<br><br>Assessment is to comply with relevant regulatory or Australian standards' requirements.<br><br>Resource implications for assessment include:<br>• access to BCA and relevant documents referenced in the BCA<br>• access to relevant legislation<br>• project documentation, including design brief, design drawings, specifications, construction schedules and other supporting documents<br>• research resources, including product information and data<br>• relevant computer software package and suitable hardware.<br><br>Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to |


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## EVIDENCE GUIDE

modified equipment and other physical resources, and the provision of appropriate assessment support.

**Method of assessment**

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing


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**EVIDENCE GUIDE**

| | |
|---|---|
| | supervisors, team leaders or specialist training staff. |

# 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.

| | |
|---|---|
| ***Low rise*** is described as falling within the BCA classes: | • Class 1 and 10<br>• Classes 2 to 9 with a gross floor area not exceeding 2000 square metres, not including Type A or Type B construction. |
| ***Assessment methods*** include: | • comparison with BCA DTS provisions<br>• evidence of suitability as described in the BCA<br>• expert judgement as defined in the BCA<br>• verification method as defined in the BCA. |
| ***Performance requirements*** include: | • performance requirements contained within other legislation applicable to a specific project<br>• performance requirements of the BCA determined to be relevant to a specific project<br>• performance-based contractual requirements that must be fulfilled by any party. |

# Unit Sector(s)

**Unit sector** Construction



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# Co-requisite units

**Co-requisite units** Nil

# Functional area

**Functional area**


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# CPCCBC4002 Manage work health and safety in the building and construction workplace

## Modification History

Release 2 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.1.

Typographical error in Element and Performance Criteria 2.4 corrected.

Release 1 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.0.

Supersedes and is equivalent to CPCCBC4002A Manage occupational health and safety in the building and construction workplace. Title change. Updated to meet the Standards for Training Packages 2012.

## Application

This unit of competency specifies the skills and knowledge required to inspect workplaces for hazards and conduct work health and safety (WHS) risk analyses. It includes the development and implementation of appropriate responses to mitigate risks to meet government legislation and regulations.

This unit of competency applies to builders, site managers and forepersons who are responsible for the management of risk in building and construction workplaces.

This unit of competency is suitable for those using specialised knowledge to complete routine and non-routine tasks and using their own judgement to deal with predictable and sometimes unpredictable problems.

Completion of the general construction induction training program specified by the model Code of Practice for Construction Work is required for any person who is to carry out construction work. Achievement of *CPCCWHS1001 Prepare to work safely in the construction industry* meets this requirement.

Licensing, regulatory or registration requirements apply to this unit of competency in some jurisdictions. Relevant state and territory regulatory authorities should be consulted to confirm these requirements.

## Pre-requisite Unit

Nil.



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# Unit Sector

Building and Construction

# Elements and Performance Criteria

| Elements describe the essential outcomes. | Performance criteria describe what needs to be done to demonstrate achievement of the element. | |
|---|---|---|
| 1 Assess workplace risk. | 1.1 | Evaluate construction site safety and identify potential risk areas. |
| | 1.2 | Assess on site worker's health and safety. |
| | 1.3 | Identify hazards and determine control measures that comply with legislative requirements and organisational policies. |
| | 1.4 | Consult with workers to evaluate effectiveness of existing control measures and WHS experts, as necessary, to contribute to an inspection report. |
| | 1.5 | Complete a workplace inspection report with recommended actions to minimise workplace incidents and mitigate risk. |
| 2 Establish and implement safety plans. | 2.1 | Establish a workplace safety plan incorporating information from the workplace inspection report to raise safety awareness and support safe workplace practices. |
| | 2.2 | Implement processes to identify hazards, rate the risks and put control measures in place. |
| | 2.3 | Establish educational programs specific to the building and construction workplace to ensure workers carry out safe work practices. |
| | 2.4 | Negotiate and resolve safety issues and conflicts. |
| 3 Monitor workplace safety. | 3.1 | Monitor and audit workplace safety to ensure compliance with WHS regulations and workplace safety requirements. |
| | 3.2 | Record findings and recommend and implement actions to address non-compliance. |



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| | |
|---|---|
| 3.3 | Review effectiveness of educational programs to ensure all workers have been inducted and maintain safe work practices. |
| 3.4 | Monitor, review and document effectiveness of control measures to determine changes and improvements as required. |

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Supersedes and is equivalent to CPCCBC4002A Manage occupational health and safety in the building and construction workplace

## Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# Assessment Requirements for CPCCBC4002 Manage work health and safety in the building and construction workplace

## Modification History

Release 2 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.1.

Typographical error in Element and Performance Criteria 2.4 corrected.

Release 1 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.0.

Supersedes and is equivalent to CPCCBC4002A Manage occupational health and safety in the building and construction workplace. Title change. Updated to meet the Standards for Training Packages 2012.

## Performance Evidence

To demonstrate competency, a candidate must meet the performance criteria of this unit by conducting a workplace safety audit for a construction worksite.

In doing this, a candidate must:

- access and interpret relevant government work health and safety (WHS) legislation and regulations
- identify faults, problems and non-compliances and their impact on workplace safety
- introduce safety systems allowing for ease of reporting safety issues, controlling hazards and maintaining worker safety and competence.

## Knowledge Evidence

To be competent in this unit, a person must demonstrate knowledge of:

- current WHS Acts and regulations
- relevant safety codes, standards and guidelines
- organisation’s workplace safety policies and procedures:
  - workplace safety and reporting requirements
- inspection, auditing and investigation processes
- hazards arising from:
  - high-risk construction work:
    - crane operation
    - dogging and rigging
    - concrete pumping


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    - tilt-up panel construction
    - scaffolding
  - operation of plant and equipment
  - demolition
  - asbestos removal and exposure to asbestos fibres
  - exposure to silica
  - airborne contaminates
  - exposure to excessive noise
  - electrical work
  - working at heights
  - hazardous materials and substances
  - working in confined spaces
- safe work practices:
  - emergency, first aid and evacuation procedures
  - waste management and environmental practices
  - personal protective equipment (PPE)
- educational programs:
  - worker site-specific induction training
  - contractor detailed WHS induction
  - WHS induction for visitors
  - Health and Safety Representative (HSR) training
- mental health first aid and welfare of workers
- digital tools and devices to communicate and collaborate effectively with others
- a range of digitally-based technology and applications to access, extract, integrate and compile information.

# Assessment Conditions

Assessors must satisfy the requirements for assessors listed in the Standards for Registered Training Organisations.

Assessment can be undertaken in the workplace or in a simulated workplace environment.

A simulated environment is one that realistically replicates workplace conditions, materials and equipment, interactions with others and workplace irregularities, and which meets industry standards for safety and environmental practices.

Candidates must have access to:

- WHS legislation and regulations
- safety codes, standards and guidelines
- organisational policies and procedures and other quality documentation required to undertake the performance criteria and assessment requirements
- workplace incident data and incident reports
- business equipment to collect and record data, and produce reports


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- digital devices, applications and software to research, transmit and receive information electronically.

# Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# CPCCBC4003 Select, prepare and administer a construction contract

## Modification History

Release 2 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.1.

Typographical error in Element and Performance Criteria 3.3 corrected.

Release 1 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.0.

Supersedes but is not equivalent to CPCCBC4003A Select and prepare a construction contract. Combines CPCCBC4003A Select and prepare a construction contract and CPCCBC4016A Administer a construction contract. Updated to meet the Standards for Training Packages 2012.

## Application

This unit of competency specifies the skills and knowledge required to select, prepare and administer contracts for commercial and residential construction projects. It includes contract selection, administration of a range of documents related to the contract and identifying causes of breach of contract.

It applies to National Construction Code (NCC) classifications:

- Residential - Class 1 and 10 buildings, maximum two storeys
- Commercial - Class 2 to 9, Type C only constructions.

It applies to builders, estimators and project and site managers who interpret complex documents and communicate clearly and succinctly during contract negotiations.

This unit of competency is suitable for people operating with autonomy. A person working at this level would be expected to take responsibility for selecting and preparing construction contracts.

Completion of the general construction induction training program specified by the model Code of Practice for Construction Work is required for any person who is to carry out construction work. Achievement of *CPCCWHS1001 Prepare to work safely in the construction industry* meets this requirement.

Licensing, regulatory or registration requirements apply to this unit of competency in some jurisdictions. Relevant state and territory regulatory authorities should be consulted to confirm these requirements.



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# Pre-requisite Unit

Nil.

# Unit Sector

Building and Construction

# Elements and Performance Criteria

| Elements describe the essential outcomes. | Performance criteria describe what needs to be done to demonstrate achievement of the element. |
|---|---|
| 1 Identify and analyse business contracts. | 1.1 Recognise various types of building and construction contracts, their legal requirements and application. |
| | 1.2 Analyse the importance of the intention to create legal relations. |
| | 1.3 Read and interpret essential contract elements, terms, sections and clauses of a valid construction contract. |
| | 1.4 Evaluate rights, obligations and liabilities of all parties. |
| | 1.5 Identify and analyse circumstances that constitute a breach of contract. |
| | 1.6 Identify factors involved in the termination of contracts. |
| | 1.7 Identify legislative requirements and procedures. |
| 2 Select appropriate contract. | 2.1 Communicate clearly and directly with all parties to confirm the capacity to form a binding agreement. |
| | 2.2 Prepare and compile the range of documents that collectively make up the contract. |
| | 2.3 Establish factors and special conditions associated with the parties' consent to a contract. |
| | 2.4 Recognise and apply the requirements associated with an offer and acceptance of a contract. |
| | 2.5 Select a contract appropriate to the type of construction. |


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| | | |
|---|---|---|
| 3 Prepare the contract. | 3.1 | Draft appropriate contract accurately incorporating all details, including definitions of unreasonable or vexatious notice, repudiation of a contract by either party, conditions for completion at the cost of the contractor, ousting the contractor from the building or construction site and abandonment of a contract. |
| | 3.2 | Assess and schedule progress payments, including processes for applying for extension of time. |
| | 3.3 | Ensure any discrepancies or disagreements are resolved prior to contract preparation. |
| | 3.4 | Ensure legality and validity of draft contract in consultation with relevant persons. |
| | 3.5 | Prepare final contract in accordance with the organisation's legal process. |
| 4 Administer the contract. | 4.1 | Process progress payments accurately as due under the contract. |
| | 4.2 | Process applications for extension of time in accordance with organisational policies and contract conditions. |
| | 4.3 | Identify, negotiate and document variations to contract. |
| | 4.4 | Act to minimise liquidated damages or penalties nominated in the contract. |
| | 4.5 | Administer contract and resolve contractual disputes in accordance with contract and relevant legislation and regulations. |
| | 4.6 | Assess conditions for issuing a final certificate. |
| 5 Finalise a contract. | 5.1 | Apply process for practical completion of contract. |
| | 5.2 | Finalise defects liability under a building or construction contract. |
| | 5.3 | Finalise contract in accordance with relevant legislation and contract provisions. |
| | 5.4 | Issue appropriate certificate upon completion of the |


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contract work.

5.5 Complete and secure documentation arising from finalisation of a contract for records purposes.

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

- Supersedes and is not equivalent to CPCCBC4003A Select and prepare a construction contract
- Supersedes and is not equivalent to CPCCBC4016A Administer a construction contract.

## Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# Assessment Requirements for CPCCBC4003 Select, prepare and administer a construction contract

## Modification History

Release 2 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.1.

Typographical error in Element and Performance Criteria 3.3 corrected.

Release 1 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.0.

Supersedes but is not equivalent to CPCCBC4003A Select and prepare a construction contract. Combines CPCCBC4003A Select and prepare a construction contract and CPCCBC4016A Administer a construction contract. Updated to meet the Standards for Training Packages 2012.

## Performance Evidence

To demonstrate competency, a candidate must meet the elements and performance criteria of this unit by selecting, preparing and administering one contract for a construction project.

In doing this, the candidate must:

- select the correct contract by analysing identified legislative requirements and construction type
- prepare the construction contract specifying requirements for contract termination and special conditions agreed by all parties
- administer the contract following government legal and regulatory requirements and to the organisation’s standards
- monitor price and time variations and negotiate with various parties to resolve contract anomalies
- collect all related construction contract and final inspection documentation and issue completion certificate.

## Knowledge Evidence

To be competent in this unit, a candidate must demonstrate knowledge of:

- Australian legal system and its relevance to contracts
- various types of housing and construction industry contracts and the circumstances they cover
- definitions and interpretations commonly applied to contracts
- Australian Standards


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  - *AS2124 General conditions of contract,* and
  - *AS4000 General conditions off contract* series
- relationships between the organisation and its clients
- range of documents associated with a contract:
  - equipment, site accommodation and services information
  - human resource projections
  - materials lists
  - construction drawings and specifications
  - project timelines
  - schedules
- digital tools and devices to communicate and collaborate effectively with others
- range of digitally-based technology and applications to access, extract, integrate and compile information.

## Assessment Conditions

Assessors must meet the requirements for assessors contained in the Standards for Registered Training Organisations.

Assessment can be undertaken in the workplace or in a simulated workplace environment.

A simulated environment is one that realistically replicates workplace conditions, materials and equipment, interactions with others and workplace irregularities, and which meets industry standards for safety and environmental practices.

Candidates must have access to:

- relevant government building and construction and contract legislation
- current building and construction codes and standards
- relevant construction industry contracts
- construction drawings and specifications
- organisational policies and procedures and other quality documentation required to undertake the performance criteria and assessment requirements
- digital devices, applications and software to transmit and receive information electronically.

## Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# CPCCBC4004 Identify and produce estimated costs for building and construction projects

## Modification History

Release 1 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.0.

Supersedes and is equivalent to CPCCBC4004A Identify and produce estimated costs for building and construction projects. Updated to meet the Standards for Training Packages 2012.

## Application

This unit of competency specifies the skills and knowledge required to establish estimated costs associated with the acquisition of materials and labour for building and construction projects. It includes factoring in relevant overhead costs and margins.

This unit of competency applies to estimators, builders, managers and trade contractors within the construction industry responsible for producing estimated costs on various residential and commercial construction projects within their scope of work as a trade contractor or builder.

This unit of competency is suitable for those using specialised knowledge to complete routine and non-routine tasks and using their own judgement to deal with predictable and sometimes unpredictable problems.

Completion of the general construction induction training program specified by the model Code of Practice for Construction Work is required for any person who is to carry out construction work. Achievement of *CPCCWHS1001 Prepare to work safely in the construction industry* meets this requirement.

Licensing, regulatory or registration requirements apply to this unit of competency in some jurisdictions. Relevant state and territory regulatory authorities should be consulted to confirm these requirements.

## Pre-requisite Unit

Nil.

## Unit Sector

Building and Construction



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# Elements and Performance Criteria

| Elements describe the essential outcomes. | Performance criteria describe what needs to be done to demonstrate achievement of the element. |
|---|---|
| 1 Establish project requirements. | 1.1 Read and interpret construction drawings and specifications in conjunction with relevant building and construction regulations, codes and standards. |
| | 1.2 Identify building site features, type of building and method of construction, and specified building materials. |
| | 1.3 Establish site facilities, and communication and temporary boundary fencing requirements. |
| | 1.4 Identify waste removal requirements and apply waste management site fees. |
| | 1.5 Identify additional project-specific statutory, approvals or compliance costs. |
| 2 Calculate materials and labour costs. | 2.1 Produce a materials and consumables quantity list and obtain a price from supplier. |
| | 2.2 Identify and estimate off-site production costs, including delivery. |
| | 2.3 Identify numbers of contractors, sub-contractors and employees appropriate for the project and work rates. |
| | 2.4 Estimate labour hours and calculate labour costs, including on-costs and worker insurance costs. |
| 3 Identify type and cost of physical resources. | 3.1 Identify physical resources required for the project. |
| | 3.2 Determine limitations, conditions, operational costs and timeframes for hire of physical resources. |
| | 3.3 Obtain supplier prices, including transport of physical resources. |
| | 3.4 Identify, itemise and cost plant, equipment and machinery. |


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| | | |
|---|---|---|
| 4 | Produce estimated project costs. | 4.1 Review and compile materials, consumables and off-site production costs and delivery charges. |
| | | 4.2 Compile labour costs inclusive of rates and entitlements. |
| | | 4.3 Compile costs of physical resources. |
| | | 4.4 Apply organisational overhead recovery and margins. |
| | | 4.5 Produce estimated project costs for inclusion in a tender or bill. |
| | | 4.6 Manage and mitigate risks associated with estimating project costs. |

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Supersedes and is equivalent to CPCCBC4004A Identify and produce estimated costs for building and construction projects.

## Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# Assessment Requirements for CPCCBC4004 Identify and produce estimated costs for building and construction projects

## Modification History

Release 1 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.0.

Supersedes and is equivalent to CPCCBC4004A Identify and produce estimated costs for building and construction projects. Updated to meet the Standards for Training Packages 2012.

## Performance Evidence

To demonstrate competency, a candidate must meet the performance criteria of this unit by estimating the cost of one residential or commercial building and construction project.

In doing this, the candidate must:

- estimate project costing from construction drawings, specifications and written information
- list physical resources appropriate for the construction of the project
- produce project cost using an appropriate software program.

## Knowledge Evidence

To be competent in this unit, a candidate must demonstrate knowledge of:

- government building and construction regulations
- building and construction standards and codes
- the National Construction Code (NCC)
- organisational policies and procedures
- organisational scope, processes and requirements for using employee and subcontractor labour
- Environmental Protection Authority (EPA) regulations
- construction drawings and specifications
- relevant physical resources and requirements for their operations:
  - earth moving and excavation equipment
  - hoists and lifting equipment
  - mobile cranes
  - compressors
  - generators
  - pumps


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- calculating unit costs:
  - construction cost per square metre
  - laying of foundation per metre
  - laying of slabs per square metre
  - masonry walls per square metre
  - laying of steel tray roofing per square metre
  - installation of pipes per metre
  - installation of sanitary ware per unit
  - tiling per square metre
  - painting per square metre
- a range of digitally-based technology and applications to estimate quantities, calculate costs and maintain records
- workplace procedures, workplace safety and environmental requirements.

# Assessment Conditions

Assessors must meet the requirements for assessors contained in the Standards for Registered Training Organisations.

Assessment can be undertaken in the workplace or in a simulated workplace environment.

A simulated environment is one that realistically replicates workplace conditions, materials and equipment, interactions with others and workplace irregularities, and which meets industry standards for safety and environmental practices.

Candidates must have access to:

- current construction drawings and specifications
- building and construction standards and codes
- government building and construction regulations
- organisational policies and procedures and other quality documentation required to undertake the performance criteria and assessment requirements
- calculating technology, online applications and software to produce building and construction costs.

# Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad



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# CPCCBC4005 Produce labour and material schedules for ordering

## Modification History

Release 2 This version first released with CPC Construction, Plumbing and Services Training Package Release 6.4.

Correction to Training Package title in the Modification History from CPC Property Services to CPC Construction, Plumbing and Services Training Package.

Release 1 This version first released with CPC Property Services Training Package Release 5.0.

Supersedes and is equivalent to CPCCBC4005A Produce labour and material schedules for ordering. Updated to meet the Standards for Training Packages 2012.

## Application

This unit of competency specifies the skills and knowledge required to produce schedules for physical and human resources and materials for residential or commercial projects. It includes monitoring project schedules and tracking and recording costs as they are incurred.

This unit of competency applies to site managers and forepersons, estimators, project managers and builders in the construction industry with responsibility for producing schedules for ordering materials and allocating labour.

This unit of competency is suitable for those using specialised knowledge to complete routine and non-routine tasks and using their own judgement to deal with predictable and sometimes unpredictable problems.

Completion of the general construction induction training program specified by the model Code of Practice for Construction Work is required for any person who is to carry out construction work. Achievement of *CPCCWHS1001 Prepare to work safely in the construction industry* meets this requirement.

Licensing, regulatory or registration requirements apply to this unit of competency in some jurisdictions. Relevant state and territory regulatory authorities should be consulted to confirm these requirements.

## Pre-requisite Unit

Nil.



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# Unit Sector

Building and Construction

# Elements and Performance Criteria

| Elements describe the essential outcomes. | Performance criteria describe what needs to be done to demonstrate achievement of the element. |
|---|---|
| 1 Assess physical and human resource requirements. | 1.1 Check conditions of approval from local government and regulatory bodies and project commencement dates. |
| | 1.2 Identify variations to scope of works and contractual terms and arrangements by the client. |
| | 1.3 Compile a list of nominated and approved suppliers and contractors and develop channels for effective communication. |
| | 1.4 Confirm availability of materials with suppliers and labour with contractors. |
| | 1.5 Enter critical project information into project schedule. |
| 2 Produce schedules. | 2.1 Prepare electronic call forward sheet and site files containing necessary site documentation. |
| | 2.2 Break down project into stages and tasks and set milestones and timeframes for commencement and completion. |
| | 2.3 Itemise materials and labour required for the stages of construction. |
| | 2.4 Sequence material delivery dates and commencement times for labour. |
| | 2.5 Factor in unplanned delays. |
| 3 Monitor project costs and maintain project files. | 3.1 Monitor construction stage progression costs and approved variation costs against estimated project cost. |
| | 3.2 Manage and monitor project progress against scheduled timelines. |


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3.3 Record unscheduled and approved variations, changes to the approved plan and specifications and delays to the project.

3.4 Resolve issues, within scope of responsibilities, and maintain a cost analysis against final estimated project cost.

## Foundation Skills

As well as the foundation skills explicit in the performance criteria of this unit, candidates require:

- technology skills to:
  - use digital devices to communicate and collaborate effectively with suppliers, contractors and others
  - use equipment and programs to prepare and access electronic call forward sheets and files.

## Unit Mapping Information

Supersedes and is equivalent to CPCCBC4005A Produce labour and material schedules for ordering

## Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# Assessment Requirements for CPCCBC4005 Produce labour and material schedules for ordering

## Modification History

Release 2 This version first released with CPC Construction, Plumbing and Services Training Package Release 6.4.

Correction to Training Package title in the Modification History from CPC Property Services to CPC Construction, Plumbing and Services Training Package.

Release 1 This version first released with CPC Property Services Training Package Release 5.0.

Supersedes and is equivalent to CPCCBC4005A Produce labour and material schedules for ordering. Updated to meet the Standards for Training Packages 2012.

## Performance Evidence

To demonstrate competency, a candidate must meet the elements and performance criteria of this unit by producing a schedule for the ordering of materials and allocation of labour for a residential or commercial building and construction project.

In doing this, the candidate must:

- produce a labour and materials schedule across the life of the project
- develop and manage efficient communications between staff, contractors and suppliers
- monitor, maintain and record project progress and variations, estimated and increased costs and changes to construction drawings and specifications.

## Knowledge Evidence

To be competent in this unit, a candidate must demonstrate knowledge of:

- relevant government building legislation and regulations
- building and construction codes and standards
- construction drawings and specifications
- building and construction contractor and supplier contracts
- local authority building application processes, approval and conditions
- organisational policies and procedures:
  - costing and ordering materials
  - selecting and engaging suppliers
  - approving and contacting contractors


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- projects costs:
  - organisational and subcontractor labour
  - organisation overheads
  - public liability, professional indemnity and workers' compensation
  - temporary electrical, plumbing and draining services
  - temporary site facilities, storage facilities and boundary fencing
  - communications
  - project administration
- workplace procedures, workplace safety and environmental requirements.

# Assessment Conditions

Assessors must meet the requirements for assessors contained in the Standards for Registered Training Organisations.

Assessment can be undertaken in the workplace or in a simulated workplace environment.

A simulated environment is one that realistically replicates workplace conditions, materials and equipment, interactions with others and workplace irregularities, and which meets industry standards for safety and environmental practices.

Candidates must have access to:

- current construction drawings and specifications
- relevant organisational policies and procedures
- various construction industry contracts
- organisational policies and procedures and other quality documentation required to undertake the performance criteria and assessment requirements
- digital devices, applications and software to set up electronic call forward sheets, compile site files and create channels of communication with internal and external stakeholders.

# Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# CPCCBC4008 Supervise site communication and administration processes for building and construction projects

## Modification History

Release 5 This version first released with CPC Construction, Plumbing and Services Training Package Release 6.5.

Changes to Foundation Skills, Knowledge Evidence and Performance Evidence.

Release 4 This version first released with CPC Construction, Plumbing and Services Training Package Release 6.4.

Correction to version release numbering.

Release 3 This version first released with CPC Construction, Plumbing and Services Training Package Release 6.0.

Typographical error in Element 4 corrected.

Element 4.2 corrected from; Conduct onsite inspections for project monitoring according to schedule using relevant inspection checklists to:

4.2 Conduct onsite project monitoring and inspection of work quality

Release 2 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.1.

Typographical corrections in Performance Evidence.

Release 1 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.0.

Supersedes and is equivalent to CPCCBC4008B Conduct on-site supervision of building and construction projects. Title change for clarity purposes. Updated to meet the Standards for Training Packages 2012.

## Application

This unit of competency specifies the skills and knowledge required to supervise site communications, monitor and maintain compliance with codes and standards and implement project administration processes on a building and construction project.

It is strongly recommended that the site, as specified in the performance evidence, is ‘live’ (see Companion Volume for guidance).



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This unit of competency specifies the skills and knowledge required to supervise the administration of quality control compliance and the use of site communications and record keeping systems; and conduct onsite inspections to complete the required project administration processes.

This unit applies to National Construction Code (NCC) classifications:

- Residential - Class 1 buildings to a maximum of two storeys
- Commercial - NCC Class 2 to 9, Type C only constructions.

This unit of competency is suitable for builders, site managers, forepersons and other construction industry professionals using specialised knowledge and skills to complete routine and non-routine tasks and using their own judgement to deal with predictable and sometimes unpredictable problems.

Completion of the general construction induction training program, specified in the model Code of Practice for Construction Work, is required by anyone carrying out construction work. Achievement of *CPCCWHS1001 Prepare to work* safely *in the construction industry* meets this requirement.

## Pre-requisite Unit

Nil.

## Unit Sector

Building and Construction

## Elements and Performance Criteria

| Elements describe the essential outcomes. | Performance criteria describe what needs to be done to demonstrate achievement of the element. |
|---|---|
| 1 Supervise the administration of quality control compliance. | 1.1 Identify project quality control compliance requirements. |
| | 1.2 Communicate organisational quality control processes and industry requirements to relevant personnel. |
| | 1.3 Develop processes to ensure onsite work performance meets industry regulatory framework, jurisdictional requirements and quality control standards. |
| | 1.4 Confirm that regulatory, jurisdictional and organisational compliance and quality control requirements have been met. |
| | 1.5 Access or develop schedules and checklists detailing specific inspections to be conducted at appropriate stages |


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| | |
|---|---|
| | of construction. |
| 2 Supervise the administration of projects. | 2.1 Identify project administration requirements. |
| | 2.2 Authorise payment of material and contractor invoices, drawing against contract allowances and back-charges, as required. |
| | 2.3 Authorise variations to contracts and take corrective action as required. |
| | 2.4 Process insurance claims for site loss or damage. |
| 3 Supervise the use of site communications and record keeping systems. | 3.1 Develop and implement systems for effective communication between onsite and offsite staff, contractors and suppliers that systematically gather onsite information. |
| | 3.2 Develop and implement construction project recording systems to capture relevant project details. |
| | 3.3 Maintain a daily communications diary and key events. |
| | 3.4 Record information relating to certifier inspections, union and legislative matters. |
| 4 Conduct onsite project monitoring and inspection of work quality | 4.1 Apply workplace safety requirements and project administration procedures during onsite visit. |
| | 4.2 Conduct onsite project monitoring and inspection of work quality. |
| | 4.3 Inspect and record quality of work, notify relevant people of defects and issue rectification notice. |
| | 4.4 Develop systems to monitor rectified work to ensure compliance with organisational quality control requirements, building standards and client satisfaction. |
| 5 Complete project administration processes. | 5.1 Record work defects notified by external parties, establish liabilities and remedial action required, and develop inspection checklist. |


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5.2 Notify client of rectification, and record client's response to completed work.

5.3 Instigate procedures that will result in client approval and acceptance where this was not the client's initial response.

5.4 Confirm contract requirements are fulfilled with relevant company personnel and client.

5.5 Arrange for local authority completion inspection.

5.6 Prepare certificates and appropriate client handover information, including all guarantees, warranties and termite protection forms.

## Foundation Skills

This section describes the language, literacy, numeracy and employment skills essential to performance in this unit but not explicit in the performance criteria, including:

- technology skills to:
  - use communication tools and devices to communicate and collaborate effectively with others
  - use equipment and programs to access, extract information and develop relevant documentation

## Unit Mapping Information

Supersedes and is equivalent to CPCCBC4008B Conduct on-site supervision of building and construction projects.

## Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# Assessment Requirements for CPCCBC4008 Supervise site communication and administration processes for building and construction projects

## Modification History

Release 5 This version first released with CPC Construction, Plumbing and Services Training Package Release 6.5.

Changes to Foundation Skills, Knowledge Evidence and Performance Evidence.

Release 4 This version first released with CPC Construction, Plumbing and Services Training Package Release 6.4.

Correction to version release numbering.

Release 3 This version first released with CPC Construction, Plumbing and Services Training Package Release 6.0.

Typographical error in Element 4 corrected.

Element 4.2 corrected from; Conduct onsite inspections for project monitoring according to schedule using relevant inspection checklists to:

4.2 Conduct onsite project monitoring and inspection of work quality

Release 2 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.1.

Typographical corrections in Performance Evidence.

Release 1 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.0.

Supersedes and is equivalent to CPCCBC4008B Conduct on-site supervision of building and construction projects. Title change for clarity purposes. Updated to meet the Standards for Training Packages 2012.

## Performance Evidence

To demonstrate competency in this unit, a candidate must meet the elements and performance criteria by:

1. Developing a plan to supervise the administration processes for one building and construction project which is either a:
    - Class 1 to a maximum of two storeys, or


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- Class 2 to 9, Type C building

In doing this, the candidate must:

a. Create a plan to implement, administer, maintain and monitor site quality control.

b. Read and understand thoroughly the Site Safety Plan used on site.

c. Outline the communication systems that will be used on site.

d. Outline how systematic gathering of onsite information will be recorded.

e. Develop a progress inspection checklist for at least two trades for a section of building.

2. Conducting at least one site inspection to evaluate safety, project progress and work quality for at least one section of a building. This worksite must be for a building and construction project which is either a:

- Class 1 to a maximum of two storeys, or
- Class 2 to 9, Type C building

In doing this, the candidate must submit the following two documents:

a. The inspection checklist used

b. The rectification plan which outlines:

i. What must be rectified

ii. Why it must be rectified (with reference to appropriate standard, code or plan specification, etc)

iii. The recommended order in which rectifications should be done

iv. Expected duration of each rectification and when they are expected to be rectified by

v. Who will carry out the rectification and how they will be notified

vi. Will any rectifications affect the work remaining schedule, if yes - who did you notify.

# Knowledge Evidence

To be competent in this unit, a candidate must demonstrate knowledge of:

- building and construction industry contracts
- construction methodologies


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- workplace procedures
- work health and safety (WHS):
  - hierarchy of control
  - duty of care
  - risk assessment
- organisational quality management systems related to:
  - communicating with regulatory authorities
  - worker and contractor payment systems
  - issuing of completion certificates and appropriate documentation
  - finalising project contractual agreements
- onsite communication:
  - emails
  - face-to-face verbal communication
  - telephone contacts
  - site diaries
  - written reports and memoranda

## Assessment Conditions

Assessors must meet the requirements for assessors contained in the Standards for Registered Training Organisations.

Assessment can be undertaken in the workplace or in a simulated workplace environment.

A simulated workplace is one that fully replicates the resources, environment and any time and productivity pressures that exist in the actual workplace, and which meets industry standards for safety and environmental practices. The simulated workplace environment must be developed in consultation with industry stakeholders. (see Companion Volume for guidance).

Candidates must have access to:

- relevant jurisdictional safety legislation and regulations
- building and construction codes and standards
- relevant project plans and specifications
- organisational quality control documentation relevant to supervising the administration of quality control compliance, communications and recording systems, and work progress and quality
- business and safety equipment and materials to supervise administration processes for a building and construction project onsite.

## Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# CPCCBC4009 Apply legal requirements to building and construction projects

## Modification History

Release 1 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.0.

Supersedes and is equivalent to CPCCBC4009B Apply legal requirements to building and construction projects. Updated to meet the Standards for Training Packages 2012.

## Application

This unit of competency specifies the skills and knowledge required to apply legal requirements to residential and commercial building and construction projects. It includes meeting licensing requirements, complying with financial and insurance laws and meeting the conditions of building contracts.

It applies to National Construction Code (NCC) classifications:

- Residential - Class 1 and 10 buildings, maximum two storeys
- Commercial --Class 2 to 9, Type C only constructions.

This unit of competency applies to builders, site managers, forepersons, estimators and other construction industry personnel responsible for applying legal requirements to residential or commercial building and construction projects.

This unit of competency is suitable for those using specialised knowledge to complete routine and non-routine tasks and using their own judgement to deal with predictable and sometimes unpredictable problems relating to legal requirements of building and construction projects.

Completion of the general construction induction training program specified by the model Code of Practice for Construction Work is required for any person who is to carry out construction work. Achievement of *CPCCWHS1001 Prepare to work safely in the construction industry* meets this requirement.

Licensing, regulatory or registration requirements apply to this unit of competency in some jurisdictions. Relevant state and territory regulatory authorities should be consulted to confirm these requirements.

## Pre-requisite Unit

Nil.



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# Unit Sector

Building and Construction

# Elements and Performance Criteria

| Elements describe the essential outcomes. | Performance criteria describe what needs to be done to demonstrate achievement of the element. |
|---|---|
| 1 Identify legislation relating to the construction project. | 1.1 Identify legal requirements from relevant government Acts and regulations appropriate to the type of building and construction project. |
| | 1.2 Identify legal requirements for building contracts, construction insurance, industrial relations obligations and payroll systems. |
| | 1.3 Determine class of building for the project and check for limitations of builder's registration and licence. |
| | 1.4 Identify any construction activity restrictions, limitations and conditions from building approvals and permits for the project. |
| | 1.5 Check licensing requirements or competencies for subcontractors, site supervisors and managers. |
| | 1.6 Identify sustainability, environmental and waste management legislated requirements. |
| | 1.7 Identify work health and safety (WHS) legislation and requirements of Construction work Code of Practice. |
| 2 Apply site safety requirements. | 2.1 Apply all the relevant requirements of WHS regulations that apply to the project. |
| | 2.2 Adapt organisation's workplace procedures and workplace safety requirements to align with the project. |
| | 2.3 Implement strategies to ensure all workers are inducted, informed and regularly updated of their on-site safety responsibilities. |
| 3 Apply legal | 3.1 Apply contract law in accordance with common law principles, relevant state or territory laws and |



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| | | |
|---|---|---|
| | requirements. | regulations, and fair trading legislation. |
| | | 3.2 Apply the contract agreements and meet all the conditions during construction of the project. |
| | | 3.3 Confirm all mandatory building, subcontractor and worker's compensation insurances are current and applied to comply with legal requirements. |
| | | 3.4 Administer payroll system which incorporates employee and contractor payments, deduction of taxes, including goods and services tax (GST), tracking of transactions and calculating wages. |
| 4 | Apply industrial relations. | 4.1 Apply workplace and subcontractor agreements and relevant awards to comply with industrial relations legislation. |
| | | 4.2 Identify and apply provisions for training agreements and make information available to all workers. |
| | | 4.3 Take proactive measures to ensure discrimination and harassment are not practiced in the workplace. |
| 5 | Resolve disputes and complaints. | 5.1 Apply dispute resolution processes following organisational policies. |
| | | 5.2 Address complaints promptly, consult with complainant and resolve issue with the best solution for all. |
| | | 5.3 Record dispute outcome and maintain documentation. |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to CPCCBC4009B Apply legal requirements to building and construction projects



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# Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# Assessment Requirements for CPCCBC4009 Apply legal requirements to building and construction projects

## Modification History

Release 1 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.0.

Supersedes and is equivalent to CPCCBC4009B Apply legal requirements to building and construction projects. Updated to meet the Standards for Training Packages 2012.

## Performance Evidence

To demonstrate competency, a candidate must meet the elements and performance criteria of this unit by applying legal requirements to one residential or commercial building and construction project.

In doing this, the candidate must:

- identify and apply relevant legislative requirements applicable to the building and construction project
- apply legal obligations for:
  - insurance covering workers, materials and building
  - industrial relations, financial transactions, payment of wages and payment of subcontractor and supplier invoices
  - contractual agreements
- apply building and construction standards and codes during construction.

## Knowledge Evidence

To be competent in this unit, a candidate must demonstrate knowledge of:

- building and construction industry contracts
- builder registration and licensing
- Construction work Code of Practice
- appropriate government legislation:
  - business registration and licensing
  - industrial relations
  - work health and safety (WHS)
  - taxation and financial transactions
  - insurance
  - waste management and environmental protection


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- organisational policies and procedures.

## Assessment Conditions

Assessors must meet the requirements for assessors contained in the Standards for Registered Training Organisations.

Assessment can be undertaken in the workplace or in a simulated workplace environment.

A simulated environment is one that realistically replicates workplace conditions, materials and equipment, interactions with others and workplace irregularities, and which meets industry standards for safety and environmental practices.

Candidates must have access to:

- relevant government building and construction legislation
- current building and construction codes and standards
- relevant construction industry contracts
- organisational policies and procedures, insurance, industrial relations and other quality documentation required to undertake the performance criteria and assessment requirements
- digital devices, applications and software to obtain legal and building and construction information and record outcomes of disputes.

## Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# CPCCBC4012 Read and interpret plans and specifications

## Modification History

Release 1 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.0.

Supersedes and is equivalent to CPCCBC4012B Read and interpret plans and specifications. Updated to meet the Standards for Training Packages 2012.

## Application

This unit of competency specifies the skills and knowledge required to read and interpret plans and specifications applicable to residential and commercial projects. It includes identifying site characteristics, features of the proposed building and details of the construction.

It applies to National Construction Code (NCC) classifications:

- Residential - Class 1 and 10 buildings, maximum two storeys
- Commercial - Class 2 to 9, Type C only constructions.

The unit of competency applies to site managers, forepersons, estimators, builders, managers and other building and construction industry personnel who read and interpret plans and specifications for quantity surveying, costing and tendering and construction of building and construction projects.

This unit is suitable for people with specialised knowledge, completing routine and non-routine tasks and using their own judgement to deal with predictable and sometimes unpredictable problems.

Completion of the general construction induction training program specified by the model Code of Practice for Construction Work is required for any person who is to carry out construction work. Achievement of *CPCCWHS1001 Prepare to work safely in the construction industry* meets this requirement.

Licensing, regulatory or registration requirements apply to this unit of competency in some jurisdictions. Relevant state and territory regulatory authorities should be consulted to confirm these requirements.

## Pre-requisite Unit

Nil.

## Unit Sector

Building and Construction



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# Elements and Performance Criteria

| Elements describe the essential outcomes. | Performance criteria describe what needs to be done to demonstrate achievement of the element. |
|---|---|
| 1 Identify types of plans. | 1.1 Confirm plans, specifications and amendments are the current version. |
| | 1.2 Identify types of plans and aspects of the drawings specific for the intended purpose. |
| | 1.3 Confirm details on plans comply with the specifications. |
| 2 Read and interpret the plan. | 2.1 Distinguish key features on the plans. |
| | 2.2 Identify building location from site plan. |
| | 2.3 Identify building layout, spaces and dimensions from floor plan. |
| | 2.4 Examine detail drawings to determine sizes, thickness and methods of construction. |
| | 2.5 Identify internal linings, external cladding and roof materials from plans and specifications. |
| 3 Identify structural details. | 3.1 Identify concrete footing and slab sizes and position and type of reinforcing. |
| | 3.2 Identify load bearing points of the building. |
| | 3.3 Identify wind bracing and tie-down requirements. |
| 4 Identify non-structural details. | 4.1 Identify provisional sum (PS) and prime cost (PC) items. |
| | 4.2 Locate installation and connection points of services to the building. |
| | 4.3 Identify location of fixtures from plans and details of finishes from specifications. |


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# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to CPCCBC4012B Read and interpret plans and specifications

# Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# Assessment Requirements for CPCCBC4012 Read and interpret plans and specifications

## Modification History

Release 1 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.0.

Supersedes and is equivalent to CPCCBC4012B Read and interpret plans and specifications. Updated to meet the Standards for Training Packages 2012.

## Performance Evidence

To demonstrate competency, a candidate must meet the elements and performance criteria of this unit by identifying and interpreting building and construction information from a set of plans and specifications.

In doing this, the candidate must:

- identify orientation of structures, site contours, datum and reduced levels, and site features to be removed or retained
- identify structural load bearing information of the building and compare information from specification
- check wind bracing materials and tie-down methods for accuracy against the wind bracing table
- interpret essential elements from two-dimensional to three-dimensional format, and apply to estimation, planning and supervisory tasks.

## Knowledge Evidence

To be competent in this unit, a person must demonstrate knowledge of:

- types of plans:
  - concept drawing/sketches
  - architectural
  - structural
  - civil
  - mechanical
  - electrical
  - plumbing and draining
- parts of a plan:
  - site plan
  - floor plan


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  - elevations
  - sections
  - details
- drawing conventions:
  - datum and reduced levels (RL)
  - title block
  - scale
  - dimensions
  - abbreviations
- utilities and services plans and specifications
- isometric drawings, oblique drawings, perspective drawings and orthographic drawings
- computer-aided design (CAD) drawings
- building and construction regulations, standards and codes
- classes of buildings
- the NCC
- building information modelling (BIM)
- building and construction methods and terminology
- workplace processes, workplace safety and environmental requirements.

## Assessment Conditions

Assessors must satisfy the requirements for assessors listed in the Standards for Registered Training Organisations.

Assessment can be undertaken in the workplace or in a simulated workplace environment.

A simulated environment is one that realistically replicates workplace conditions, materials and equipment, interactions with others and workplace irregularities, and which meets industry standards for safety and environmental practices.

Candidates must have access to:

- plans and specifications and other quality documentation required to undertake the performance criteria and assessment requirements
- relevant government building and construction and contract legislation
- current building and construction codes and standards
- National Construction Code
- computers, applications and software to access CAD.

## Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# CPCCBC4013 Prepare and evaluate tender documentation

## Modification History

Release 1 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.0.

Supersedes and is equivalent to CPCCBC4013A Prepare and evaluate tender documentation. Updated to meet the Standards for Training Packages 2012.

## Application

This unit of competency specifies the skills and knowledge required to evaluate project and contract requirements and prepare and formalise tender documentation in the building and construction industry. It includes interpreting, compiling and documenting essential project information and demands into a final tender document.

It applies to builders, estimators and managers in the building and construction industry who have a responsibility for evaluating and preparing tenders for residential and commercial projects.

This unit of competency is suitable for those using specialised knowledge to complete routine and non-routine tasks and using their own judgement to deal with predictable and sometimes unpredictable problems.

Completion of the general construction induction training program specified by the model Code of Practice for Construction Work is required for any person who is to carry out construction work. Achievement of *CPCCWHS1001 Prepare to work safely in the construction industry* meets this requirement.

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

## Pre-requisite Unit

Nil.

## Unit Sector

Building and Construction

## Elements and Performance Criteria

| Elements describe the essential outcomes. | Performance criteria describe what needs to be done to demonstrate achievement of the element. |
|---|---|



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| | | | |
|---|---|---|---|
| 1 | Research project requirements. | 1.1 | Gather relevant information for tender preparation from current and approved project plans, specifications and project documentation. |
| | | 1.2 | Select appropriate contracts and tender documents. |
| | | 1.3 | Identify and record risks during evaluation of contracts and tender documents. |
| 2 | Prepare tender documentation. | 2.1 | Collate all information for tender preparation and check for accuracy. |
| | | 2.2 | Prepare tender documentation to correspond with selected contracts and organisational processes and procedures. |
| 3 | Attach supporting documentation. | 3.1 | Select and accurately complete relevant documentation required to submit with the tender. |
| | | 3.2 | Attach vital information, drawings, specifications or other supporting evidence to the tender document. |
| | | 3.3 | Prepare and attach client acceptance forms and any amendments and conditions to the tender or contract. |
| 4 | Obtain tender approval or endorsement. | 4.1 | Conduct final evaluation of completed tender documentation. |
| | | 4.2 | Complete appropriate client contract for the project. |
| | | 4.3 | Provide tender documentation to the appropriate staff member for approval or endorsement. |

# Foundation Skills

As well as the foundation skills explicit in the performance criteria of this unit, candidates require:

- reading skills to:
  - extract and comprehend relevant information from complex document text
- technology skills to:


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- use tools and devices to communicate and collaborate effectively with others
- use equipment and programs to access and extract information and develop relevant documentation.

# Unit Mapping Information

Supersedes and is equivalent to CPCCBC4013A Prepare and evaluate tender documentation

# Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# Assessment Requirements for CPCCBC4013 Prepare and evaluate tender documentation

## Modification History

Release 1 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.0.

Supersedes and is equivalent to CPCCBC4013A Prepare and evaluate tender documentation. Updated to meet the Standards for Training Packages 2012.

## Performance Evidence

To demonstrate competency, a candidate must meet the elements and performance criteria of this unit by preparing tender documents for two contracts, with one being for a residential project and one for a commercial project.

In doing this, the candidate must:

- source and check relevant plans, specifications and tender documentation for currency and amendments
- evaluate risk associated with the tender process.

## Knowledge Evidence

To be competent in this unit, a candidate must demonstrate knowledge of:

- relevant government building and construction regulations, codes and standards
- structure and operations of the organisation's costing, tendering and contracting system
- tender documents and supporting documentation:
  - artist’s impressions
  - building information modelling (BIM)
  - product information
  - promotional materials
  - reports and findings beneficial to the organisation
- project risks associated with tendering:
  - breach of contract
  - project delays
  - payment disputes
  - delays in progress payments
  - circumstances, such as:
    - delivery delays that extend project completion dates
    - labour shortages


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    - weather
    - exposure through clauses that work against the organisation
    - failure to adequately anticipate labour or materials costs
    - inappropriate funding levels and funding shortfalls
    - industrial disputes through misunderstandings or overt action
    - risk of default or non-performance of key players
- types of building and construction drawings and specifications
- types, scope and usage of labour through the employee and subcontractor systems
- using appropriate costing software programs.

# Assessment Conditions

Assessors must meet the requirements for assessors contained in the Standards for Registered Training Organisations.

Assessment can be undertaken in the workplace or in a simulated workplace environment.

A simulated environment is one that realistically replicates workplace conditions, materials and equipment, interactions with others and workplace irregularities, and which meets industry standards for safety and environmental practices.

Candidates must have access to:

- current relevant government legislation
- current relevant building and construction codes and standards
- construction contracts and associated tender documentation
- organisational policies, procedures and other quality documentation to undertake the performance criteria and evidence requirements
- business technology, applications and software to produce tender documentation.

# Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# CPCCCA3010 Install windows and doors

## Modification History

Release 1 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.0.

Supersedes and is equivalent to CPCCCA3010A Install and replace windows and doors. Title change. Updated to meet the Standards for Training Packages 2012.

## Application

This unit of competency specifies the skills and knowledge required to plan, prepare and install window and door units, meeting all relevant requirements of the National Construction Code (NCC), Australian Standards, work health and safety (WHS), and Commonwealth and state or territory legislation.

Completion of the general construction induction training program specified by the model Code of Practice for Construction Work is required for any person who is to carry out construction work. Achievement of *CPCCWHS1001 Prepare to work safely in the construction industry* meets this requirement.

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

## Pre-requisite Unit

CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry.

## Unit Sector

Carpentry and Joinery

## Elements and Performance Criteria

| Elements describe the essential outcomes. | Performance criteria describe what needs to be done to demonstrate achievement of the element. |
|---|---|
| 1 Plan and prepare. | 1.1 Read and interpret work instructions and plan sequence of work. |
| | 1.2 Plan all work to comply with laws and regulations, the |


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| | | |
|---|---|---|
| | | National Construction Code (NCC), Australian Standards, work health and safety (WHS) and environmental requirements, manufacturers' specifications, workplace requirements, drawings and specifications. |
| | 1.3 | Select tools and equipment, check for serviceability and report any faults. |
| | 1.4 | Select and use personal protective equipment (PPE) as required for each stage of the task. |
| | 1.5 | Inspect work site, locate services, assess hazards and apply risk controls, including required signage and barricades. |
| | 1.6 | Select materials required for task, calculate quantities, handle safely and prepare and position ready for use. |
| 2 Install window units. | 2.1 | Check wall frame opening for adequate clearance for window unit. |
| | 2.2 | Position window unit with packing and flashings so that the head and sill are level, stiles are plumb and in wind, and reveals or frame are finished flush with face of inside wall lining. |
| | 2.3 | Select type, gauge and quantity of fasteners as per *Australian Window Association - An Industry Guide to the Correct Fixing of Windows and Doors* and fix window to wall frame. |
| 3 Prepare internal and external door openings, and construct and fix jamb. | 3.1 | Check wall frame for adequate clearance for door frame. |
| | 3.2 | Mark door jamb and head, cut to length, allowing for door clearances. |
| | 3.3 | Trench the door head to accommodate jambs, allowing for specified clearances. |
| | 3.4 | Assemble, square, fix and brace door frame with flush rebates. |
| | 3.5 | Select type, gauge and quantity of fasteners as per Australian Window Association - An Industry Guide to the Correct Fixing of Windows and Doors. Install door |


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| | | |
|---|---|---|
| | | frame into wall frame opening, ensuring the door jambs are plumb and in wind, positioned flush to linings, head is level, and all appropriate flashings are in place. |
| 4 Install door. | 4.1 | Mark out hinges and fit to door and jamb. |
| | 4.2 | Fit door to frame and adjust gaps to requirements of *AS2688 Timber and composite doors*. |
| | 4.3 | Fit and fix door furniture and door stop components to manufacturers' specifications. |
| 5 Install cavity door and door unit. | 5.1 | Fit hardware (rollers) to door according to manufacturer's specifications. |
| | 5.2 | Fit door to cavity sliding door unit and adjust height of rollers to ensure leading door edge is plumb and closes neat against cavity sliding door stile. |
| | 5.3 | Make final adjustments to packing of cavity sliding door stile. |
| | 5.4 | Fit and fix door furniture and cavity door centring locators, according to manufacturer's specifications. |
| 6 Clean up. | 6.1 | Clean up, meeting all legislative and workplace requirements for safety, waste disposal and materials handling. |
| | 6.2 | Check, maintain and store tools and equipment and report any faults. |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to CPCCCA3010A Install and replace windows and doors.


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# Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# Assessment Requirements for CPCCCA3010 Install windows and doors

## Modification History

Release 1 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.0.

Supersedes and is equivalent to CPCCCA3010A Install and replace windows and doors. Title change. Updated to meet the Standards for Training Packages 2012.

## Performance Evidence

To demonstrate competency, a candidate must meet the performance criteria of this unit by:

- installing in wall frames:
  - a standard window
  - a sliding cavity door unit and door
- constructing and fitting a standard external rebated door frame
- fitting and hanging one door, including door furniture, privacy set and door stops
- fitting and hanging a pair of doors.

## Knowledge Evidence

To be competent in this unit, a candidate must demonstrate knowledge of:

- compliance requirements of the National Construction Code and Australian Standards, relevant to installing windows and doors, including *AS2688 Timber and composite doors* and *AS2047 Windows and external glazed doors in buildings*, and *Australian Window Association - An Industry Guide to the Correct Fixing of Windows and Doors*
- workplace quality policies and standards relevant to installing windows and doors
- safety requirements for installing windows and doors
- flashing requirements and installation techniques relevant to installing windows and doors
- plans, specifications and drawings for installing windows and doors
- types of tools and equipment required to install windows and doors, their characteristics, uses and limitations
- processes for setting out windows and doors
- processes for calculating material requirements for installing windows and doors
- materials relevant to installing windows and doors
- various types of doors:
  - flush panel, framed and panelled, and glazed


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  - hinged door units including standard doors, sliding, flywire, combination window and door units, door sidelight units (glazed or unglazed) and internal doors
  - jambs, stiles and sills
  - flashing
- door furniture, including flush pulls, latches and deadlocks, push plates and closers, handles and locks
- window, door installation including flashing and fixing
- types of windows and doors, materials used and their characteristics and uses.

## Assessment Conditions

Assessors must meet the requirements for assessors contained in the Standards for Registered Training Organisations.

This unit must be assessed in the workplace or a close simulation reflecting workplace conditions and standards, materials, equipment, activities, responsibilities, procedures, safety requirements and environmental considerations.

## Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# CPCCCM2002 Carry out hand excavation

## Modification History

Release 1 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.0.

Supersedes and equivalent to CPCCCM2002A Carry out excavation. Updated to meet the Standards for Training Packages 2012.

## Application

This unit of competency specifies the skills and knowledge required to undertake hand excavation tasks to form excavations for footings and the provision of services.

The unit is suitable for those with basic skills and knowledge undertaking routine work tasks under the direction of more experienced workers.

Completion of the general construction induction training program specified by the model Code of Practice for Construction Work is required for any person who is to carry out construction work. Achievement of unit *CPCCWHS1001 Prepare to work safely in the construction industry* meets this requirement.

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

## Pre-requisite Unit

CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry.

## Unit Sector

Common

## Elements and Performance Criteria

| Elements describe the essential outcomes. | Performance criteria describe what needs to be done to demonstrate achievement of the element. |
|---|---|
| 1 Plan and prepare for hand excavation. | 1.1 Read and interpret work instructions and plan sequence of work. |
| | 1.2 Plan all work to comply with laws and regulations, the National Construction Code (NCC), Australian |



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| | | |
|---|---|---|
| | | Standards, work health and safety (WHS) and environmental requirements, workplace requirements, drawings and specifications. |
| | 1.3 | Select and use personal protective equipment (PPE) for each part of the task. |
| | 1.4 | Select tools and equipment, check for serviceability and report any faults. |
| 2 Prepare excavation site and erect safety equipment. | 2.1 | Inspect work site to locate above ground services and assess hazards and determine risk controls. |
| | 2.2 | Locate service markers or taped areas to ensure underground services are avoided and free from interference. |
| | 2.3 | Establish line and depth using site pegs/profiles to mark excavation limits. |
| | 2.4 | Establish required signage and barricades and other risk controls. |
| | 2.5 | Establish temporary drainage system to divert surface and sub-surface water from excavation. |
| 3 Dig excavations. | 3.1 | Dig excavations with hand tools to route, line and depth, following procedures to minimise risk to self and others. |
| | 3.2 | Install basic trench/excavation support. |
| | 3.3 | Use hand tools to remove loose material from excavation. |
| 4 Check and store tools and equipment. | 4.1 | Clean up, meeting all legislative and workplace requirements for safety, waste disposal and materials handling. |
| | 4.2 | Check, maintain and store tools and equipment and report any faults. |


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## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Supersedes and equivalent to CPCCCM2002A Carry out excavation.

## Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# Assessment Requirements for CPCCCM2002 Carry out hand excavation

## Modification History

Release 1 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.0.

Supersedes and equivalent to CPCCCM2002A Carry out excavation. Updated to meet the Standards for Training Packages 2012.

## Performance Evidence

To demonstrate competency, a candidate must satisfy all the elements, performance criteria and foundation skills of this unit by excavating, by hand, a 3 metre trench with a right angle, .5 metres deep and .5 metres wide.

All work must be performed to the standard required in the workplace and must comply with laws and regulations, the National Construction Code (NCC), Australian Standards, work health and safety (WHS) and environmental requirements, workplace requirements, drawings and specifications.

## Knowledge Evidence

To be competent in this unit, a candidate must demonstrate knowledge of:

- compliance requirements of the Commonwealth and state or territory legislation relevant to carrying out excavations
- workplace quality policies and standards for carrying out excavations
- safety requirements for carrying out excavations
- environmental requirements for carrying out excavations
- types and uses of hand tools and equipment required for carrying out excavations
- locating services on construction sites
- use and types of service markers
- processes for establishing trench line and depth
- temporary drainage systems to divert surface and sub-surface water from excavations
- types of basic trench excavation support.

## Assessment Conditions

Assessors must meet the requirements for assessors contained in the Standards for Registered Training Organisations.

This unit must be assessed:



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- in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques replicate construction workplace conditions, materials, activities, responsibilities and procedures
- using realistic tasks or simulated tasks, relevant specifications and work instructions, standard work practices, safety requirements and environmental constraints.

# Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# CPCCCM2006 Apply basic levelling procedures

## Modification History

Release 1.

This version first released with CPC Construction, Plumbing and Services Training Package Version 2.

Revised unit of competency. Replaces superseded equivalent unit CPCCCM2006B Apply basic levelling procedures.

## Application

This unit of competency specifies the outcomes required to carry out levelling in a single plane for the purpose of establishing correct and accurate set-out of building components. It includes the set-up, testing and use of levelling devices, and establishing and transferring heights using a range of levelling equipment.

The unit supports workers in the construction industry who use a variety of common methods and equipment when working with others and as a member of a team. It applies to levelling work on residential and commercial work sites.

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

## Pre-requisite Unit

Nil

## Competency Field

Common

## Unit Sector

Construction



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# Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions. |
|---|---|---|
| 1. | Plan and prepare. | 1.1. Job requirements are obtained, confirmed with relevant personnel, and applied to planning. |
| | | 1.2 Work site is inspected, and conditions and hazards are identified within scope of own role and reported according to workplace procedures. |
| | | 1.3. ***Health and safety requirements*** for levelling procedures are confirmed and applied to planning. |
| | | 1.4. ***Levelling tools and equipment*** are selected according to job requirements, checked for serviceability, and faults are rectified or reported before starting work. |
| | | 1.5. Team roles and verbal and non-verbal communication signals are confirmed, as required. |
| 2. | Set up and use levelling device. | 2.1. Required heights or levels are identified from work instructions. |
| | | 2.2. Levelling device is set up, and ***levelling device tolerance is checked*** according to manufacturer specifications. |
| | | 2.3. Levels are shot and heights are transferred to required location and ***marked*** according to job requirements. |
| | | 2.4. Results of ***levelling activities*** are documented according to organisational requirements. |
| 3. | Clean up. | 3.1. Work area is cleared and materials sorted and removed or recycled according to statutory and regulatory authority requirements. |
| | | 3.2. Tools and equipment are cleaned, checked, maintained and stored according to manufacturer specifications. |


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# Foundation Skills

This section describes the language, literacy, numeracy and employment skills essential to performance in this unit but not explicit in the performance criteria.

| Skill | Performance feature |
|---|---|
| Numeracy skills to: | • interpret and calculate levelling readings and measurements. |
| Reading skills to: | • read and interpret documentation from a variety of sources, including drawings and specifications. |
| Writing skills to: | • enter routine data associated with levelling procedures legibly into workplace documentation. |
| Planning and organising skills to: | • plan and schedule work in a logical sequence. |

# Range of Conditions

This section specifies 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. Bold italicised wording, if used in the performance criteria, is detailed below.

***Health and safety requirements*** must include:

- emergency procedures, including:
  - evacuation
  - first aid
- hazard identification and risk control procedures
- safe operating procedures for levelling, including:
  - manufacturer specifications
  - safe work method statements (SWMS)
  - safety data sheets (SDS)
- selection, correct fitting, and use of personal protective equipment (PPE) prescribed under legislation, regulations and workplace policies and practices
- selection and use of tools and equipment.


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| | |
|---|---|
| ***Levelling tools and equipment* must include:** | • each of the following:<br>  • laser levels and targets<br>  • marking equipment<br>  • measuring tapes and rules<br>  • spirit levels and straight edges<br>• two of the following:<br>  • automatic/optical levels<br>  • plumb bobs<br>  • water levels. |
| ***Levelling device tolerance checks*** must include one or more of the following: | • reverse readings for spirit level<br>• two peg test for automatic level. |
| ***Marks*** for heights or levels must include: | • chalk or nail mark<br>• mark on vertical surface<br>• datum or survey peg<br>• drawing or sketch. |
| ***Levelling activities*** must include three or more of the following: | • measuring and recording heights for the installation of signage<br>• positioning offsets and recovery pegs for construction projects<br>• recording ground levels at respective critical set-out points<br>• recording heights or level and the transfer of data points<br>• recording or checking levels in drainage<br>• recording slab or pad levels for placement of steel columns or masonry piers<br>• setting up levelling devices<br>• shooting levels for concrete slabs<br>• transferring levels and heights for formwork. |

# Unit Mapping Information

CPCCCM2006B Apply basic levelling procedures



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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# Assessment Requirements for CPCCCM2006 Apply basic levelling procedures

## Modification History

Release 1.

This version first released with CPC Construction, Plumbing and Services Training Package Version 2.

Revised unit of competency. Replaces superseded equivalent unit CPCCCM2006B Apply basic levelling procedures.

## Performance Evidence

A person who demonstrates competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. The person must also transfer levels and record differences in height for three different projects as required by job specifications, using at least three of the following levelling devices:

- a spirit level and straight edge
- automatic/optical levelling device
- levelling with water technique
- laser levelling device.

In doing the above work, the person must:

- conduct a two peg test with an automatic/optical level to confirm that the instrument meets manufacturer tolerances
- locate, interpret and apply relevant information in job specifications to the levelling task
- comply with site safety plan, and health and safety regulations applicable to workplace operations
- comply with organisational policies and procedures, including quality requirements
- safely and effectively use tools and equipment
- communicate and work effectively and safely with others, including using agreed communication signals
- confirm accuracy of the readings taken, including set-up and movement of device in two locations
- accurately record results of each levelling procedure according to organisational requirements.


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# Knowledge Evidence

A person demonstrating competency in this unit must demonstrate knowledge of:

- characteristics, technical capabilities and limitations of different types of levelling devices
- methods of performing calculations associated with levelling
- processes for setting out levelling tasks
- requirements for line, level and plumb in construction projects
- site and equipment safety requirements relevant to basic levelling procedures
- symbols and construction terminology used when interpreting construction plans
- techniques used when applying basic levelling procedures
- contents of and terms used in job safety analyses (JSA) and safe work method statements (SWMS) and the use of this documentation when levelling.

# Assessment Conditions

Suitable assessment of performance requires:

- equipment and tools:
  - as listed in the range of conditions and assessment requirements
- specifications:
  - job requirements
  - health and safety requirements
  - manufacturer specifications
  - safety data sheets (SDS)
  - SWMS
  - workplace and relevant work site procedures
- relationships with team members and supervisor:
  - work must be completed as part of a team and under direct supervision and observation
- timeframe:
  - according to job requirements.

### Assessor requirements

As a minimum, assessors must satisfy the assessor requirements in the Standards for Registered Training Organisations (RTOs) current at the time of assessment.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# CPCCCM2010 Work safely on scaffolding higher than two metres

## Modification History

Release 1.

This version first released with CPC Construction, Plumbing and Services Training Package Version 2.

## Application

This unit of competency specifies the outcomes required to work safely on construction sites where the work activity involves working above two metres from ground level and where fall protection measures are required. It covers safe methods for accessing the work site; and safe methods of moving or passing tools, equipment and materials to heights above two metres, including handling methods that avoid excessive bending or twisting.

The unit supports construction workers operating from scaffolding over two metres in height that has already been constructed with signage and exclusion barriers in place, in order to reach upper storeys or roofs of buildings. It applies to workers who need to control the risk of falling and of falling objects when working on site or removing scaffold components.

It applies to construction work on residential and commercial work sites in new construction, renovation or refurbishment, and maintenance projects.

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

## Pre-requisite Unit

Nil

## Competency Field

Common

## Unit Sector

Construction


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# Elements and Performance Criteria

| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions. |
|---|---|
| 1. Identify work requirements. | 1.1. Site of proposed work at heights is identified from relevant information. |
| | 1.2. Tasks to be completed are identified from work orders and supervisor instructions. |
| | 1.3. Personal protective equipment (PPE) suitable to the job is selected and checked for serviceability. |
| | 1.4. Method of accessing work area is identified according to ***safe work method statement*** (SWMS). |
| | 1.5. Safe work methods for moving tools, equipment and materials to work area are identified to minimise risks. |
| | 1.6. Verbal and non-verbal communication signals are confirmed with team members, supervisor and other personnel working on site, as required. |
| 2. Access work area. | 2.1. Work site is inspected and conditions and ***hazards*** are assessed and reported, as required, and risk controls selected according to SWMS. |
| | 2.2. ***Safety of scaffolding*** is checked and faults are reported to relevant personnel. |
| | 2.3. Arrangements are made to install required access equipment according to SWMS. |
| | 2.4. Access equipment is inspected for defects and issues are reported and rectified according to health and safety requirements. |
| | 2.5. Safe work methods are used to access work area and to move tools, equipment and materials to required locations on the work site. |
| | 2.6. Tools and materials are placed to eliminate or reduce the risk of items falling. |


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| | | | |
|---|---|---|---|
| 3. | Conduct work tasks. | 3.1. | Work is conducted following workplace-approved procedures and SWMS. |
| | | 3.2. | Communication with team members and other site personnel is maintained as required to progress work tasks according to required timelines. |
| | | 3.3. | Fall protection equipment is kept in place and adjusted to cater for movement during work. |
| | | 3.4. | Scaffold components and fall barriers are kept in place during work. |
| 4. | Finalise work processes. | 4.1. | Egress from work area is completed following SWMS and work site supervisor approved methods for moving self, tools and materials to ground level. |
| | | 4.2. | Tools, equipment and materials returned to ground level are cleaned, checked, maintained and stored according to manufacturer specifications. |

# Foundation Skills

This section describes the language, literacy, numeracy and employment skills essential to performance in this unit but not explicit in the performance criteria.

| Skill | Performance feature |
|---|---|
| Numeracy skills to: | • perform measurements relating to checking safety of scaffolding. |
| Oral communication skills to: | • report faults in scaffolding construction or materials<br>• report non-routine hazards to a supervisor. |
| Reading skills to: | • interpret safe work methods and risk control strategies in the SWMS relating to job tasks. |
| Planning and organising skills to: | • plan and schedule work in a logical sequence. |
| Initiative and enterprise | • identify standard controls for routine hazards. |


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skills to:

## Range of Conditions

This section specifies 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. Bold italicised wording, if used in the performance criteria, is detailed below.

***Safe work method statement*** must include:

- establishing exclusion areas using signage and barricades
- identifying hazards and assessing risks associated with work site and job tasks
- health and safety and environmental requirements mandated by regulatory authorities, work site safety plan, and workplace procedures
- identifying risk control measures to be implemented for job tasks
- safe operating procedures for:
  - accessing, moving within, and leaving work site
  - moving and placing tools, equipment and materials
- using tools and equipment, including PPE, prescribed by legislation, regulations, and work site and workplace requirements
- using tools and equipment at heights.

***Hazards*** to be considered must involve:

- air temperature
- construction activity involving other workers and contractors
- dust and vapours
- electrical equipment
- energy sources
- equipment and materials
- hazardous materials
- light
- manual handling
- moisture
- noise
- stationary and moving plant
- working at heights.

***Safety of scaffolding***

- access gate


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| | |
|---|---|
| must include checking for: | • bracing<br>• condition of scaffold frame and planks<br>• guard rails<br>• locking pins for castors, if present<br>• mid-rails<br>• sheeting, if required<br>• toe boards. |

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# Assessment Requirements for CPCCCM2010 Work safely on scaffolding higher than two metres

## Modification History

Release 1.

This version first released with CPC Construction, Plumbing and Services Training Package Version 2.

## Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. The person must also identify, assess and manage risks while completing three different work tasks on scaffolding higher than two metres at different locations and in different conditions.

The work tasks conducted must involve transporting tools, equipment and materials to the work site; completing the task using the tools, equipment and materials; and then returning them to ground level.

In doing the above work, the person must:

- locate, interpret and apply relevant job task information, standards and specifications
- comply with site safety plan and safe work method statements (SWMS) for access to the work site and completion of the job tasks at heights
- safely and effectively use tools, plant and equipment
- communicate and work effectively and safely with others
- select and use height access work methods, including inspecting scaffold for faults
- apply knowledge of construction materials to identify:
  - manual handling risks
  - types of lifting and support structures approved for use
- modify work activities to cater for variations in work site procedures, contexts and environment to work safely at heights
- use safe handling requirements, based on information provided for equipment, products and materials.

## Knowledge Evidence

A person demonstrating competency in this unit must demonstrate knowledge of:

- construction terminology relevant to working at heights


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- contents of and terms used in job safety analyses (JSA) and SWMS for accessing work sites at heights and for completing job tasks while working at heights
- contents of and terms used in safety data sheets (SDS) relevant to the use of tools, equipment and materials
- emergency procedures relevant to working on scaffolding higher than two metres
- quality requirements relating to the set-up of equipment for accessing heights, and for job tasks completed while working at heights
- requirements of Australian standards and codes of practice governing work at heights, including:
  - AS 6001 Working platforms for housing construction
  - AS/NZS 1576 Scaffolding – General requirements
  - AS/NZS 4576 Guidelines for scaffolding
  - Safe Work Australia Model Code of Practice – Preventing Falls in Housing Construction
- types, characteristics, uses and limitations of plant, tools and equipment, including personal protective equipment (PPE), used for accessing work sites over two metres, and for applying safe work methods to complete job tasks while working at heights
- common faults in scaffolding and access equipment
- workplace and work site health and safety requirements relevant to working at heights.

# Assessment Conditions

Suitable assessment of performance requires:

- equipment:
  - scaffolding erected for access to a construction work site higher than two metres
  - access equipment to move self, tools, equipment and materials to working platforms, including ladders and hoists
  - tools, equipment and materials to conduct the work tasks specified in the performance evidence
  - PPE relevant to task
- materials:
  - materials required to perform three work tasks at height
- contingencies:
  - faults in scaffolding construction and access equipment
- specifications:
  - AS 6001 Working platforms for housing construction
  - AS/NZS 1576 Scaffolding – General requirements
  - AS/NZS 4576 Guidelines for scaffolding
  - diagrams or sketches relating to work at heights
  - instructions issued by authorised organisational or external personnel
  - JSA, SWMS and SDS relating to the work to be conducted at heights


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  - Safe Work Australia Model Code of Practice – Preventing Falls in Housing Construction
  - schedules, plans and specifications for working at heights
  - signage at the work site
  - verbal, written and graphical instructions relating to work to be conducted at heights
- physical conditions:
  - different weather conditions, such as wet or windy weather
- relationships with team members and supervisor:
  - work must be completed as part of a team and under direct supervision and observation
- timeframe:
  - according to job specification.

### Assessor requirements

As a minimum, assessors must satisfy the assessor requirements in the Standards for Registered Training Organisations (RTOs) current at the time of assessment.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# CPCCCM2012 Work safely at heights

## Modification History

Release 1 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.0.

Supersedes and is equivalent to CPCCCM2010B Work safely at heights. Updated to meet the Standards for Training Packages 2012.

## Application

This unit specifies the skills and knowledge required to work safely on construction sites where the worker has the potential to fall from one level to another.

This unit of competency does not cover the erection of scaffold or work platforms, but it does include identifying and reporting common faults with scaffold or work platform systems.

Work at heights is undertaken in a range of construction work, including new construction, renovation, refurbishment and maintenance.

This unit also applies to workers in other industries who need to control the two separate risks associated with people and objects falling from heights.

Completion of the general construction induction training program, specified in the Safe Work Australia model *Code of Practice: Construction Work*, is required by anyone carrying out construction work. Achievement of *CPCCWHS1001 Prepare to work safely in the construction industry* meets this requirement.

Licensing, legislative, regulatory or certification requirements apply to this unit of competency in some states and territories. For further information, check with the relevant regulatory authority.

## Pre-requisite Unit

CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry

## Unit Sector

Construction

## Elements and Performance Criteria

Elements describe the Performance criteria describe what needs to be done to



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| essential outcomes. | demonstrate achievement of the element. | |
|---|---|---|
| 1 Identify task requirements. | 1.1 | Read work order and associated drawings and consult with relevant persons to determine the proposed work-at-heights task, including where and how work is to be carried out, and the equipment or plant to be used. |
| | 1.2 | Participate in the development of the safe work method statement (SWMS) for the specified task. |
| | 1.3 | Select appropriate work-at-heights control measures including required fall restraint devices and/or fall arrest devices in accordance with workplace and regulatory requirements. |
| | 1.4 | Determine location of anchor points for harness-based work to safely access required work area. |
| | 1.5 | Review completed SWMS and clarify issues with relevant persons. |
| 2 Access and assess work area. | 2.1 | Select personal protective equipment (PPE), check for serviceability and report problems. |
| | 2.2 | Identify unstable, fragile or brittle work surfaces and implement control measures to prevent a fall from height. |
| | 2.3 | Check fall protection equipment, including required fall restraint and fall arrest devices to ensure serviceability and report problems. |
| | 2.4 | Identify, select and install signage and barricade equipment in accordance with SWMS or relevant safe work procedure. |
| | 2.5 | Install/fit fall protection equipment, including fall restraint devices and fall arrest devices as appropriate, within the limitations of licensing requirements, level of authority and SWMS. |
| | 2.6 | Ensure required fall protection, scaffold and barriers have been adequately installed and where necessary certified, in accordance with regulatory and workplace requirements. |
| | 2.7 | Connect to fall protection equipment, including temporary anchor points, without being exposed to a risk |


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| | | |
|---|---|---|
| | | of a fall from height. |
| | 2.8 | Consult with relevant persons to confirm fall protection equipment and safety systems are correctly fitted, adjusted and installed, and are appropriate to the task. |
| | 2.9 | Access work area safely and move and place tools, equipment and materials using methods that eliminate or minimise the risk of falling objects. |
| 3 Conduct work tasks. | 3.1 | Undertake work tasks in compliance with the SWMS and workplace requirements. |
| | 3.2 | Traverse between anchor points while remaining connected to the fall prevention system and protected from a risk of a fall from height. |
| | 3.3 | Use PPE appropriate to the task and in accordance with manufacturer requirements. |
| | 3.4 | Maintain communication with relevant persons while working at height. |
| | 3.5 | Keep fall protection equipment in place and adjust to allow for movement during work. |
| | 3.6 | Keep fall prevention equipment adjusted to prevent falling off or through a structure using the restraint technique. |
| | 3.7 | Keep scaffold/work platform components and fall barriers in place during work. |
| | 3.8 | Monitor control measures and consult with relevant persons to respond to changing work practices or site conditions. |
| | 3.9 | Exit from work area removing tools and materials in compliance with worksite procedures, safety and environmental requirements. |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

Supersedes and is equivalent to CPCCCM2010B Work safely at heights.

# Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# Assessment Requirements for CPCCCM2012 Work safely at heights

## Modification History

Release 1 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.0.

Supersedes and is equivalent to CPCCCM2010B Work safely at heights. Updated to meet the Standards for Training Packages 2012.

## Performance Evidence

To demonstrate competency in this unit, a candidate must meet the elements and performance criteria by working safely at heights above 2 m on three occasions, using different fall protection equipment/devices on each occasion.

One occasion must include a restraint technique (anchor point) system with a minimum of three anchor points.

The candidate must access the work area, traverse between anchor points and exit from the work area.

## Knowledge Evidence

To be competent in this unit, a candidate must demonstrate knowledge of:

- workplace and regulatory requirements for working safely at heights under applicable Commonwealth, state or territory work health and safety (WHS) legislation, Australian Standards and codes of practice:
  - hazard identification and risk control
  - job safety and environmental analyses (JSEAs)
  - safe work method statements (SWMSs)
  - safety data sheets (SDSs)
  - safety manuals and instructions for plant, tools and equipment:
    - operation manuals
    - manufacturer specifications
    - safety signs and load charts for plant
  - signage and barricades
  - selection, fitting and use of personal protective equipment (PPE)
  - environmental and worksite safety plans
  - reporting problems
- processes for planning to work safely at heights:


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    - assessment of weather and ground conditions that may affect safety while working at heights
    - assessment of conditions and hazards
    - determination of work requirements
    - identification of equipment defects
    - inspection of worksites
- methods for identifying common faults with scaffold or work platform systems
- types, characteristics, uses and limitations of equipment used when working safely at heights:
    - air compressors and hoses
    - anchor points
    - edge protection
    - elevated work platforms (EWPs)
    - fall arrest anchors
    - fall arrest inertia reels
    - guard rails
    - hand and power tools including nail guns
    - ladders
    - power leads
    - rescue equipment
    - ropes
    - safety harnesses, lanyards and attachments such as snap hooks and carabiners
    - scaffolding
    - shock absorbers
    - stairways
    - static line systems
    - temporary anchor systems
    - trestles
- safe methods for accessing work area, traversing between anchor points and exiting from work area including removing tools and materials when working at heights.
-

# Assessment Conditions

Assessors must meet the requirements for assessors outlined in the Standards for Registered Training Organisations.

Assessment must be conducted in the workplace or a simulated workplace using realistic conditions, materials, activities, responsibilities, procedures, safety requirements and environmental considerations.

Candidates must have access to:


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- industry-standard equipment required to perform the tasks specified in the Performance Evidence
- appropriate workplace information and records, including policies, procedures and legislative requirements.

# Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# CPCCCM3001 Operate elevated work platforms up to 11 metres

## Modification History

Release 1.

This version first released with CPC Construction, Plumbing and Services Training Package Version 2.

Revised unit of competency. Replaces superseded equivalent CPCCCM3001C Operate elevated work platforms.

## Application

This unit of competency specifies the outcomes required to operate specific types of elevated work platforms (EWPs) safely and effectively in different locations, including on uneven terrain. The unit includes locating, setting up, operating and shutting down scissor lifts and self-propelled boom lifts with a boom length under 11 metres.

The unit supports construction workers in the safe and effective operation of electrical, hydraulic and mechanical EWPs.

The unit does not cover truck-mounted EWPs, powered telescoping devices, hinged devices or articulated devices, or any combination of these used to support a platform on which personnel, equipment and materials may be elevated to perform work and which has a boom length of 11 metres or more.

It applies to construction work on residential and commercial work sites in new construction, renovation or refurbishment, and maintenance projects.

Licensing, legislative, regulatory or certification requirements apply to this unit in some States. Relevant state and territory regulatory authorities should be consulted to confirm those requirements.

## Pre-requisite Unit

Nil


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# Competency Field

Common

# Unit Sector

Construction

# Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions. |
|---|---|---|
| 1. | Plan and prepare. | 1.1. Job requirements are obtained, confirmed and applied to planning. |
| | | 1.2. Work site is inspected and terrain level checked to determine stabilising and safe working area requirements. |
| | | 1.3 Work site conditions and hazards are assessed and site health and safety requirements confirmed and applied to planning. |
| | | 1.4 ***Safe work method statement*** (SWMS) for the type of EWP and job and work site requirements is reviewed with relevant personnel and confirmed. |
| | | 1.5. Plant, tools and equipment, including personal protective equipment (PPE), are selected according to job requirements, checked for serviceability, and faults are rectified or reported before starting work. |
| | | 1.6. Materials appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use. |
| | | 1.7. Verbal and non-verbal communication signals are confirmed with team members, supervisor, and other personnel working on site, as required. |
| | | 1.8. Rescue plan, including use of fall arrest system, is established and practised before using EWP. |


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| | | | |
|---|---|---|---|
| 2. | Conduct routine checks of EWP. | 2.1. | Power source is connected to platform equipment according to manufacturer specifications. |
| | | 2.2. | Routine pre-operational equipment checks are carried out according to operator manual or manufacturer specifications, and logbooks for defect checks and EWP maintenance schedules. |
| | | 2.3. | Equipment is switched on in line with start-up procedures, and controls are checked for correct operation and ease of movement. |
| | | 2.4. | EWP is checked to ensure that ***emergency safety devices*** specified in operator manual are present and operating correctly. |
| 3. | Locate EWP in place. | 3.1. | Platform is positioned for work application and stabilisers, if fitted, are engaged to set equipment base level into place according to safe operating procedures. |
| | | 3.2. | Tools, equipment and materials are placed into bucket or on platform according to job application requirements. |
| 4. | Elevate platform to work location. | 4.1. | Fall arrest harness is fitted securely and lanyard is connected to attachment point. |
| | | 4.2. | EWP controls are operated according to manufacturer recommendations and platform is elevated to work position. |
| | | 4.3. | Power is switched off where specified and locking devices are engaged according to operator manual. |
| | | 4.4. | Work is carried out according to job specification, operator manual, and health and safety requirements. |
| 5. | Lower platform and shut down. | 5.1. | Controls are operated according to manufacturer recommendations and platform is lowered to down position. |
| | | 5.2. | Shut-down procedures are carried out according to operator manual instructions and equipment is switched |


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| | | |
|---|---|---|
| | | off. |
| 6. | Clean up. | 6.1. Work area is cleared and materials disposed of, reused or recycled according to legislation, regulations, codes of practice, and job specifications. |
| | | 6.2. EWP, tools and equipment are cleaned, checked, maintained and stored according to manufacturer recommendations and standard work practices. |
| | | 6.3. ***Work completion procedures*** are applied and relevant personnel notified that work is finished. |

## Foundation Skills

This section describes the language, literacy, numeracy and employment skills essential to performance in this unit but not explicit in the performance criteria.

| **Skill** | **Performance feature** |
|---|---|
| Numeracy skills to: | • interpret safe working load of EWP from manufacturer specifications<br>• calculate the load to be put on EWP. |
| Oral communication skills to: | • provide work site personnel with key safety information when elevating and lowering an EWP<br>• use listening and questioning to clarify job and health and safety requirements. |
| Reading skills to: | • interpret operator manual instructions for using different controls of EWPs and operating on different types of terrain. |
| Writing skills to: | • legibly complete required documentation, including:<br>  • equipment inspection and handover documents that form part of work completion procedures<br>  • faulty equipment or workplace incident reports. |
| Planning and organising | • plan and schedule work in a logical sequence. |


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skills to:

## Range of Conditions

This section specifies 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. Bold italicised wording, if used in the performance criteria, is detailed below.

***Safe work method statement*** must include:

- assessing terrain at work site
- identifying location of overhead power lines directly above or within specified clearance distances as set out in documentation, such as WorkSafe Victoria's 'No Go Zones For Overhead Electrical Power Lines'
- reference to permission to operate EWP from the power authority, if required
- identifying hazards and assessing risks for type of EWP, work site and job tasks, including existence of underground pits
- health and safety and environmental requirements mandated by regulatory authorities, work site safety plan, and workplace procedures
- establishing exclusion areas using signage and barricades
- identifying risk control measures to be implemented for job tasks
- safe operating procedures for type of EWP
- safe working load of the EWP
- using tools and equipment, including PPE, prescribed by legislation, regulations, and work site and workplace requirements.

***Emergency safety devices*** must be applicable to the EWP and include three or more of the following:

- bleed valves
- electronic override
- emergency electric hydraulic pump
- emergency or controlled descent device
- ground controls
- manual hydraulic pump.

***Work completion procedures*** must include:

- completing logbook
- completing post-operational checks
- safely and securely storing safety equipment.


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# Unit Mapping Information

CPCCCM3001C Operate elevated work platforms

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# Assessment Requirements for CPCCCM3001 Operate elevated work platforms up to 11 metres

## Modification History

Release 1.

This version first released with CPC Construction, Plumbing and Services Training Package Version 2.

Revised unit of competency. Replaces superseded equivalent CPCCCM3001C Operate elevated work platforms.

## Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. The person must also set up and operate each of the following types of elevated work platforms (EWPs) at two different locations on the site, including moving the plant around the work site safely:

- self-propelled boom lift (BL)
- scissor lift (SL).

The following functions and controls must be performed while operating both BL and SL:

- boom up and down
- operate attachments
- operate outriggers, where fitted.

- The following functions and controls must be performed while operating the BL:
- slew left and right
- telescope in and out.

At least one EWP must be set up and operated on uneven terrain, using outriggers as required.

In doing the above, when working above six metres, the person must fit harnesses and attach lanyards as follows:

- energy or shock absorbers, which must be used with all fall arrest equipment


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- lanyards, which must be attached to the harness installed so that the maximum distance a person equipped with a harness would free fall before the fall arrest system takes effect is two metres.

In doing the above, the person must also:

- establish and apply a rescue plan
- apply safe operating procedures, including conducting operational risk assessment and treatments associated with:
  - earth leakage boxes
  - lighting
  - power cables, including overhead service trays, cables and conduits
  - restricted access barriers
  - surrounding structures
  - traffic control
  - trip hazards
  - work site visitors and the public
  - working at heights up to 11 metres
  - working in proximity to others
  - working with dangerous materials
- locate, interpret and apply information relating to job requirements, including:
  - diagrams and sketches
  - environmental requirements, including:
    - clean-up protection
    - noise and dust management
    - vibration management
    - waste management
  - quality requirements relevant to EWP work
  - instructions issued by authorised organisational and external personnel
  - manufacturer specifications, operator manual, and instructions where specified
  - signage
  - industry standards and job specifications
  - verbal, written and graphical instructions
  - work schedules, plans and specifications
- comply with site safety plan and health and safety legislation, regulations and codes of practice applicable to workplace operations
- safely and effectively use tools, plant and equipment relevant to EWP work
- ensure safe working load of EWP is not exceeded
- communicate with others on the work site using verbal and non-verbal communication and communication technology
- work effectively and safely with others on the work site.


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# Knowledge Evidence

A person demonstrating competency in this unit must demonstrate knowledge of:

- functions and operational limitations of EWP equipment
- types of EWP equipment and health and safety authority certification of competency requirements
- controls and techniques for using EWP
- health and safety requirements for construction work sites, including:
  - procedures relating to equipment operation, including emergency shutdown and stopping, extinguishing equipment fires, organisational first aid requirements, and evacuation procedures
  - hazard identification and risk control procedures, including for handling hazardous materials and dangerous goods
  - selection and use of personal protective equipment (PPE)
  - location and use of firefighting equipment
  - selection and use of tools and equipment
- processes for identifying equipment faults
- general construction terminology relevant to operating EWPs
- safe operating procedures for operating EWPs, including contents of and terms used in:
  - job safety analyses (JSA)
  - safe work method statements (SWMS)
  - safety data sheets (SDS)
- processes for calculating load mass requirements
- quality requirements relevant to operating EWPs
- regulatory and legislative requirements relevant to operating EWPs
- AS 2550 Set: Cranes, hoists and winches - Safe use
- relevant Acts, regulations and codes of practice relevant to working safely at heights on construction sites
- procedures for working safely at heights
- signalling methods and communications relevant to operating EWPs
- types, characteristics, use and limitations of plant, tools and equipment relevant to operating EWPs
- use and limitations of fall rescue systems.

# Assessment Conditions

Suitable assessment of performance requires:

- equipment:
  - EWPs
  - extension leads
  - safety harnesses and lanyards
  - special attachments for the EWP when shifting equipment


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    - PPE prescribed under legislation, regulations, codes of practice and workplace policies and practices
- materials:
    - logbooks
    - service manuals
    - operator manuals
- contingencies:
    - uneven terrain
- specifications:
    - AS 2550 Set: Cranes, hoists and winches - Safe use
    - job specifications
    - manufacturer specifications
    - SWMS
- physical conditions:
    - different weather conditions
- relationship with team members and supervisor:
    - work is conducted as part of a team
- timeframe:
    - according to job requirements.

### Assessor requirements

As a minimum, assessors must satisfy the assessor requirements in the Standards for Registered Training Organisations (RTOs) current at the time of assessment.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# CPCCCO2013 Carry out concreting to simple forms

## Modification History

Release 2 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.1.

Knowledge Evidence formatted for clarity.

Release 1 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.0.

Supersedes and is equivalent to CPCCCO2013A Carry out concreting to simple forms. Updated to meet the Standards for Training Packages.

## Application

This unit of competency specifies the skills and knowledge required to safely install formwork, reinforcement and place and finish concrete for the construction of minor slabs, pathways and other minor works to a specified design finish, meeting all relevant requirements of the National Construction Code (NCC), Australian Standards, work health and safety (WHS), and Commonwealth and state or territory legislation.

The unit is suitable for those with basic skills and knowledge undertaking routine work tasks under the direction of more experienced workers.

Completion of the general construction induction training program specified by the model Code of Practice for Construction Work is required for any person who is to carry out construction work. Achievement of *CPCCWHS1001 Prepare to work safely in the construction industry* meets this requirement.

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

## Pre-requisite Unit

CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry.

## Unit Sector

Concreting



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# Elements and Performance Criteria

| Elements describe the essential outcomes. | Performance criteria describe what needs to be done to demonstrate achievement of the element. |
|---|---|
| 1 Plan and prepare. | 1.1 Read and interpret work instructions and plan sequence of work. |
| | 1.2 Plan all work to comply with laws and regulations, the National Construction Code (NCC), Australian Standards, work health and safety (WHS) and environmental requirements, manufacturers' specifications, workplace requirements, drawings and specifications. |
| | 1.3 Select tools and equipment, check for serviceability and report any faults. |
| | 1.4 Select and use personal protective equipment (PPE) for each part of the task. |
| | 1.5 Inspect work site, locate services, assess hazards and apply risk controls, including required signage and barricades. |
| | 1.6 Select materials required for task, calculate quantities, handle safely and prepare and position ready for use. |
| 2 Erect simple formwork. | 2.1 Prepare substrate. |
| | 2.2 Review formwork design from drawings. |
| | 2.3 Erect formwork. |
| | 2.4 Install vapour barrier. |
| 3 Place and tie reinforcement. | 3.1 Handle, cut and position reinforcing components. |
| | 3.2 Position reinforcing bars and mesh. |
| | 3.3 Position bar chairs and spacers with minimum edge cover. |
| 4 Place concrete. | 4.1 Clean formwork or excavation of excess material and |


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| | | |
|---|---|---|
| | | debris before concrete placement. |
| | 4.2 | Transport concrete by wheelbarrow. |
| | 4.3 | Place concrete in formwork to specified depth. |
| | 4.4 | Screed concrete to the alignment of formwork and specified datums. |
| | 4.5 | Finish surface of concrete to specifications. |
| 5 Strip simple formwork. | 5.1 | Denail timber components following stripping of formwork. |
| | 5.2 | Clean and stack components and store for reuse or bundle for removal. |
| | 5.3 | Remove formwork components from site. |
| 6 Clean up. | 6.1 | Clean up, meeting all legislative and workplace requirements for safety, waste disposal, materials handling and protection of the environment. |
| | 6.2 | Check, maintain and store tools and equipment and report any faults. |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to CPCCCO2013A Carry out concreting to simple forms.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# Assessment Requirements for CPCCCO2013 Carry out concreting to simple forms

## Modification History

Release 2 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.1.

Knowledge Evidence formatted for clarity.

Release 1 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.0.

Supersedes and is equivalent to CPCCCO2013A Carry out concreting to simple forms. Updated to meet the Standards for Training Packages.

## Performance Evidence

To demonstrate competency, a candidate must satisfy all the elements, performance criteria and foundation skills of this unit by carrying out concreting to a simple form slab of at least 1 square metre and 100 mm in depth by:

- preparing substrate
- erecting formwork
- cutting, placing and tying reinforcement
- placing and hand-screeding concrete to the required finished level and job specification.

All work must be planned and performed using appropriate tools and equipment to the standard required in the workplace and must comply with laws and regulations, the National Construction Code (NCC), Australian Standards, work health and safety (WHS) and environmental requirements, manufacturers' specifications, workplace requirements, drawings and specifications.

## Knowledge Evidence

To be competent in this unit, a candidate must demonstrate knowledge of:

- compliance requirements of the National Construction Code and Australian Standards relevant to concreting to simple forms
- workplace quality policies and standards relevant to concreting to simple forms
- safety requirements for concreting to simple forms
- types and uses of tools and equipment required for concreting to simple forms
- uses of concreting materials, including:
  - bar chairs
  - bracing


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  - edge form and boards
  - fabric sheet mesh
  - pegs
  - spacers
  - reinforcing bars
  - vapour barriers
- concreting techniques, including:
  - placing
  - screeding
  - finishing
  - floating
- simple forms of concrete, including:
  - beam thickeners
  - channels
  - garden edges
  - pathways
  - post holes
  - simple concrete aprons and slabs
- finishing, including:
  - broomed
  - trowelled
  - trowelling machine finish
  - wood-floated
- properties and use of concrete relevant to concreting to simple forms, including:
  - uses and limitations at differing strength levels
  - ingredients and proportions
  - maintaining design strength during placement
  - mixing techniques
  - curing techniques
  - vibrating and over-vibration
- levelling techniques for concreting to simple forms
- materials storage and environmentally friendly waste management
- plans, drawings and specifications for concreting to simple forms
- processes for the calculation of material requirements for concreting to simple forms, including volume of concrete
- quality requirements for concreting to simple forms
- simple formwork and reinforcing componentry.


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# Assessment Conditions

Assessors must meet the requirements for assessors contained in the Standards for Registered Training Organisations.

This unit must be assessed in the workplace or a close simulation using realistic workplace conditions and standards, materials, activities, responsibilities, procedures, safety requirements and environmental considerations.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# CPCCSH2003A Apply and install sealant and sealant devices

## Modification History

Not Applicable

## Unit Descriptor

**Unit descriptor** This unit specifies the outcomes required to apply sealants and sealant devices to structures.

## Application of the Unit

**Application of the unit** This unit of competency supports the achievement of skills and knowledge to apply and install sealant and sealant devices, which may include working with others and as a member of a team.

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

**Prerequisite units**

| | |
|---|---|
| CPCCOHS2001A | Apply OHS requirements, policies and procedures in the construction industry |

## Employability Skills Information

**Employability skills** 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. |

# Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| 1. Plan and prepare. | 1.1. Work instructions and operational details are obtained using relevant ***information***, confirmed and applied for ***planning and preparation*** purposes.<br>1.2. ***Safety*** (***OHS***) requirements are followed in accordance with safety plans and policies.<br>1.3. Signage and barricade requirements are identified and implemented.<br>1.4. ***Tools and equipment*** selected to carry out tasks are consistent with job requirements, checked for serviceability and any faults are rectified or reported prior to commencement.<br>1.5. Sealant material quantity requirements are calculated in accordance with plans, specifications and ***quality requirements***.<br>1.6. Materials appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use.<br>1.7. ***Environmental requirements*** are identified for the project in accordance with environmental plans and ***statutory and regulatory authority*** requirements, and are applied. |
| 2. Prepare surface to receive sealants. | 2.1. Surface is cleaned free of contaminants such as oil, grease, dust or moisture.<br>2.2. Surface is prepared by sanding and/or cleaning in accordance with preparation specifications. |
| 3. Apply sealant. | 3.1. ***Sealant materials*** are ***applied*** to manufacturer recommendations and specifications.<br>3.2. Care is taken to ensure no air is trapped within |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | applied sealant. |
| | 3.3. Surfaces are aligned and fixings correctly installed to specifications. |
| 4. Install sealant devices. | 4.1. ***Sealant devices*** are fitted securely to specified positions. |
| | 4.2. Assistance is provided to secure installation of fixtures, assuring level and plumb to line. |
| 5. Clean up. | 5.1. Excessive sealant is removed from joints and surrounding surfaces, and cartridge nozzle or container is sealed securely. |
| | 5.2. Sealants are promptly removed from tools and equipment. |
| | 5.3. Work area is cleared and ***waste material and debris*** are disposed of, reused or recycled in accordance with legislation, regulations, codes of practice and job specifications. |
| | 5.4. Tools and equipment are cleaned, routinely maintained and returned to store. |

# Required Skills and Knowledge

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required skills

Required skills for this unit are:

- ability to recognise procedures, respond to change and contribute to workplace responsibilities, such as current work site environmental sustainability frameworks or management systems
- communication skills to:
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - follow instructions
  - use and interpret non-verbal communication
  - use language and concepts appropriate to cultural differences
- innovation skills to select appropriate tools and equipment, respond to workplace challenges and put ideas into action


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### REQUIRED SKILLS AND KNOWLEDGE

- numeracy skills to apply measurements and calculations relevant to surface areas
- problem solving skills to recognise and take action to rectify minor faults and problems
- teamwork skills to be able to work with others to action tasks and relate to people from a range of cultural, social, ethnic backgrounds and with varying physical and mental abilities.

### Required knowledge

Required knowledge for this unit is:

- AS1940 The storage and handling of flammable combustible liquids
- behaviour of sealant materials used in structures
- job safety analysis (JSA) and safe work method statements
- measurement and calculation techniques relevant to surface areas
- safe materials handling techniques and requirements, including hazardous materials relevant to sealant application work
- safe use of scaffolding and working platforms
- types and performance of sealants used in buildings
- types and use of hand tools and equipment relevant to sealant application and installation work
- workplace and equipment safety requirements.

# Evidence Guide

### EVIDENCE GUIDE

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.

| | |
|---|---|
| **Overview of assessment** | This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures. |
| **Critical aspects for assessment and evidence required to demonstrate competency in this** | A person who demonstrates competency in this unit must be able to handle and use all the sealant materials and application devices listed in the |


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## EVIDENCE GUIDE

| | |
|---|---|
| **unit** | range statement, providing evidence of the ability to:<br>• comply with OHS regulations and state and territory legislation applicable to workplace operations<br>• comply with organisational policies and procedures, including quality assurance requirements<br>• select and use appropriate processes, tools and equipment to carry out tasks<br>• adopt and carry out correct procedures prior to and during handling and application of materials<br>• demonstrate safe and effective operational use of tools and equipment<br>• demonstrate safe application in the process of cleaning up application area and cleaning equipment<br>• communicate with others to ensure safe and effective operations. |
| **Context of and specific resources for assessment** | This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.<br>Assessment of essential underpinning knowledge will usually be conducted in an off-site context.<br>Assessment is to comply with relevant regulatory or Australian standards' requirements.<br>Resource implications for assessment include:<br>• sealants and sealant devices appropriate to application tasks<br>• plant and equipment appropriate to application processes<br>• hand tools appropriate to application processes<br>• work location appropriate to activity processes<br>• MSDS information.<br>Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. |


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## EVIDENCE GUIDE

**Method of assessment**

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm a reasonable inference that competency is not only verified under the particular assessment circumstance, but is able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should, as far as is practical, take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.


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# 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.

***Information*** includes:

- diagrams or sketches
- instructions issued by authorised organisational or external personnel
- manufacturer specifications and instructions, where specified
- material safety data sheets (MSDS)
- memos
- regulatory and legislative requirements pertaining to application of sealants and sealant devices
- relevant Australian standards
- safe work procedures relating to application of sealants and sealant devices
- signage
- verbal, written and graphical instructions
- work bulletins
- work schedules, plans and specifications.

***Planning and preparation*** include:

- assessment of conditions and hazards
- determination of work requirements and safety plans and policies
- equipment defect identification
- work site inspection.

***Safety*** (***OHS***) is to be in accordance with state and territory legislation and regulations and project safety plan and may include:

- emergency procedures, including extinguishing fires, organisational first aid requirements and evacuation
- handling hazardous materials where applicable in accordance with AS1940 The storage and handling of flammable combustible liquids
- hazard control
- hazardous materials and substances
- organisational first aid


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## RANGE STATEMENT

| | |
|---|---|
| | • PPE prescribed under legislation, regulations and workplace policies and practices<br>• safe operating procedures, including the conduct of operational risk assessment and treatments associated with:<br>  • concealed services (water, power and gas)<br>  • lighting<br>  • restricted access barriers<br>  • traffic control<br>  • work site visitors and the public<br>  • working at heights<br>  • working in confined spaces<br>  • working in proximity to others<br>• use of firefighting equipment<br>• use of tools and equipment<br>• workplace environmental requirements and safety. |
| ***Tools and equipment*** include: | • brooms<br>• brushes<br>• cartridge applicators<br>• putty knives and paring knives<br>• rollers<br>• sanders<br>• spray equipment. |
| ***Quality requirements*** include: | • attention to job specifications<br>• control of handling procedures<br>• preparation of surfaces<br>• quality of materials<br>• relevant regulations, including:<br>  • Australian standards<br>  • internal company quality policy and standards<br>  • manufacturer specifications where specified<br>  • workplace operations and procedures<br>• use and maintenance of equipment. |
| ***Environmental requirements*** include: | • clean-up management<br>• dust and noise<br>• stormwater protection<br>• waste management. |


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## RANGE STATEMENT

| | |
|---|---|
| ***Statutory and regulatory authority*** includes: | • federal, state and local authorities administering applicable Acts, regulations and codes of practice. |
| ***Sealant materials*** include: | • bitumen<br>• mastic<br>• putty<br>• silicone<br>• waterproof paint. |
| Sealant materials can be ***applied*** to: | • acrylic sheeting<br>• bricks and concrete masonry<br>• concrete<br>• glass<br>• metal sheeting<br>• paints<br>• plaster sheeting<br>• plywood and particle board<br>• structural metallic sections and components<br>• timber. |
| ***Sealant devices*** include: | • cover plates to aluminium framework<br>• cover straps or beading to sheet jointing<br>• flashings to window and door frames<br>• impregnated material for masonry expansion joints<br>• strip or sheet membrane. |
| ***Waste material and debris*** include: | • broken or damaged goods<br>• cardboard<br>• loose material<br>• paper<br>• plastic<br>• sealants and sealing materials. |

# Unit Sector(s)

**Unit sector** Construction


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# Functional area

## Functional area


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# CPCCWHS1001 Prepare to work safely in the construction industry

## Modification History

| Release | Comment |
|---|---|
| Version 1 | Replaces superseded equivalent CPCCOHS1001A Work safely in the construction industry. |

## Application

This unit of competency specifies the mandatory work health and safety training required prior to undertaking construction work. The unit requires the person to demonstrate personal awareness and knowledge of health and safety legislative requirements in order to work safely and prevent injury or harm to self and others. It covers identifying and orally reporting common construction hazards, understanding basic risk control measures, and identifying procedures for responding to potential incidents and emergencies. It also covers correctly selecting and fitting common personal protective equipment (PPE) used for construction work.

This unit meets the general construction induction training requirements of:

- Part 1.1 Definitions and Part 6.5 of the Model Work Health and Safety Regulations;
- Division 11 of Part 3 of the Occupational Safety and Health Regulations 1996 for Western Australia; and
- Division 3 of Part 5.1 of the Occupational Health and Safety Regulations 2007 for Victoria.

It is expected that site-specific induction training will be conducted prior to conducting construction work.

Licensing, legislative, regulatory or certification requirements apply to this unit. Relevant work health and safety state and territory regulatory authorities should be consulted to confirm jurisdictional requirements.

## Pre-requisite Unit

Nil


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# Unit Sector

Construction

# Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions. |
|---|---|---|
| 1. | Identify health and safety legislative requirements of construction work. | 1.1. Basic roles, responsibilities and rights of duty holders are identified and explained according to ***jurisdictional health and safety legislative requirements***. |
| | | 1.2. Duty of care requirements are identified. |
| | | 1.3. Construction safe work practices are identified and explained. |
| 2. | Identify construction hazards and risk control measures. | 2.1. Basic principles of risk management are identified. |
| | | 2.2. Construction hazards are identified and discussed. |
| | | 2.3. Purpose and use of PPE are identified and demonstrated. |
| | | 2.4. Measures for controlling hazards are identified. |
| 3. | Identify health and safety communication and reporting processes. | 3.1. Health and safety documents are identified and discussed. |
| | | 3.2. Roles of designated health and safety personnel are identified and explained. |
| | | 3.3. Safety signs and symbols are identified and explained. |
| | | 3.4. Procedures for reporting hazards, incidents and injuries are identified. |
| 4. | Identify incident and emergency response | 4.1. Procedures for responding to incidents and emergencies are identified and explained. |
| | | 4.2. Procedures for accessing first aid are identified. |


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| | | |
|---|---|---|
| procedures. | 4.3. | Types and purpose of fire safety equipment are identified and discussed. |

## Foundation Skills

This section describes the language, literacy, numeracy and employment skills essential to performance in this unit but not explicit in the performance criteria.

| Skill | Performance feature |
|---|---|
| Numeracy skills to: | • locate and recognise numbers commonly used in safety signs. |
| Oral communication skills to: | • ask questions to clarify instructions<br>• listen to instructions to identify key safety information<br>• tell another person about a construction problem or hazard. |
| Reading skills to: | • follow simple pictorial safety instructions<br>• follow simple safety instructions that are written in English. |
| Problem-solving skills to: | • select risk control measures. |

## Range of Conditions

This section specifies 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. Bold italicised wording, if used in the performance criteria, is detailed below.

| | |
|---|---|
| ***Jurisdictional health and safety legislative requirements*** must include at least one of the following state and territory Acts or their equivalent: | • Australian Capital Territory: Work Health and Safety Act 2011<br>• New South Wales: Work Health and Safety Act 2011<br>• Northern Territory: Work Health and Safety (National Uniform Legislation) Act 2011<br>• Queensland: Work Health and Safety Act 2011<br>• South Australia: Work Health and Safety Act 2012<br>• Tasmania: Work Health and Safety Act 2012<br>• Victoria: Occupational Health and Safety Act 2004<br>• Western Australia: Occupational Safety and Health Act 1984. |


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# Unit Mapping Information

Supersedes and is equivalent to CPCCOHS1001A Work safely in the construction industry

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# Assessment Requirements for CPCCWHS1001 Prepare to work safely in the construction industry

## Modification History

| Release | Comment |
|---|---|
| Version 1 | Replaces superseded equivalent CPCCOHS1001A Work safely in the construction industry. |

## Performance Evidence

A person demonstrating competency in this unit must satisfy the requirements of the elements, performance criteria, foundation skills, and range of conditions of this unit, in addition to the specific performance and knowledge evidence described below.

The person must:

- identify and orally report two construction hazards
- orally explain how risk could be reduced or removed in relation to those two hazards
- select appropriate personal protective equipment (PPE) to control the risk
- orally explain basic procedures for responding to incidents and emergencies, including types and purpose of the following fire safety equipment:
  - fire blankets
  - fire extinguishers, including water, carbon dioxide, powder and foam
  - hose reels and mains
- identify and orally explain the meaning of required safety signs and symbols
- orally explain the purpose of job safety analyses (JSAs), safe work method statements (SWMS) and safety data sheets (SDS)
- orally explain the roles of the following designated health and safety personnel:
  - first aid officers
  - work health and safety representatives
  - work health and safety committee members
  - supervisors.

The person must also demonstrate correctly fitting to themselves the PPE listed below:

- eye protection
- hearing protection
- hard hat


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- high visibility retro reflective vest.

# Knowledge Evidence

A person must demonstrate knowledge of:

- basic duty of care, and the roles, rights and responsibilities of business owners and workers in relation to working safely while undertaking construction work
- basic meaning of the terms ‘hazard’ and ‘risk’
- basic principles of risk management, including the following five steps in order:
  - identify hazard
  - assess risk
  - consult and report
  - control hazard
  - review
- basic procedures for accessing first aid
- construction hazards, including those relating to:
  - asbestos
  - confined spaces
  - electrical: power lines, cords and equipment
  - excavations and trenches, including underground services
  - dust
  - falling objects
  - hazardous substances and dangerous goods
  - hot and cold work environments
  - manual handling
  - noise
  - plant and equipment operation
  - traffic and mobile plant
  - unplanned collapse
  - ultraviolet radiation
  - working at heights, including scaffolding
- construction work that requires a high risk work licence
- types, purpose and use of PPE used in construction, as specified in the performance evidence, and including safety footwear, harnesses and respiratory protection, and ultraviolet (UV) protective clothing and sunscreen
- construction emergencies, including:
  - chemical spill
  - fire
  - injury to personnel
  - structural collapse
  - toxic or flammable vapour emission


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    - vehicle or mobile plant accident
- construction incidents, including:
    - incidents resulting in personal injury or damage to property
    - near misses or dangerous occurrences that do not cause injury but may pose an immediate and significant risk to persons or property, and need to be reported so that action can be taken to prevent recurrence
- safe work practices that should be followed in construction work, including:
    - accessing and using site amenities for drinking water, hand washing and toilets
    - following safety procedures when performing work tasks and using equipment
    - identifying and reporting hazards, incidents and injuries in the workplace
    - keeping the work area clean, tidy and free from debris
    - not using or being affected by drugs and/or alcohol while at work
    - preventing bullying and harassment in the workplace
    - selecting and using required PPE
    - smoking only in designated areas
    - storing and removing waste and debris in designated areas
- meanings and symbols associated with construction safety signs, symbols and tags, including:
    - emergency information signs: exits, emergency equipment and first aid
    - fire signs: location of fire alarms and firefighting equipment
    - hazard signs and symbols: danger and warning
    - regulatory signs and symbols: prohibition, mandatory and limitation or restriction
    - safety and lockout tags: danger and out-of-service tags.

# Assessment Conditions

The following must be present and available to learners during assessment activities:

- equipment:
    - all of the PPE listed in the performance evidence
- specifications:
    - state or territory Act relevant to the location of the learner, as specified in the range of conditions.

The assessment of performance evidence must be done by direct observation of the learner by an assessor, either by an assessor observing the learner physically and/or by an assessor observing the learner via audio and visual media in real time.

### Assessor requirements

As a minimum, assessors must satisfy the assessor requirements in the Standards for Registered Training Organisations (RTOs) current at the time of assessment.


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Assessors must hold the unit *CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry*, or its successor.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry

## Modification History

Release 1.

Supersedes and equivalent to CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry.

The unit of competency was updated to the Standards for Training Packages 2012.

This version first released with CPC Construction, Plumbing and Services Training Package Version 4.0.

## Application

This unit specifies the outcomes required to carry out work health and safety (WHS) requirements through safe work practices in all on- or off-site construction workplaces.

It requires the performance of work in a safe manner through awareness of risks and work requirements, and the planning and performance of safe work practices with concern for personal safety and the safety of others.

The unit covers fundamental WHS requirements necessary to undertake work tasks within any sector in the construction industry. It includes the identification of hazardous materials, including asbestos, and compliance with legislated work safety practices. It does not cover removal of asbestos, which is a licensed activity.

It applies to workers in the construction industry.

This unit also relates directly to the general construction induction training requirements of the Model Work Health and Safety Regulations 2011 and relevant occupational health and safety regulations for Victoria and for Western Australia. Achievement of *CPCCWHS1001 Prepare to work safely in the construction industry* covers these induction training requirements.

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

## Pre-requisite Unit

Nil

## Unit Sector

## Elements and Performance Criteria



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| Elements describe the essential outcomes. | Performance criteria describe what needs to be done to demonstrate achievement of the element. |
|---|---|
| 1. Identify and assess risks. | 1.1 Identify, assess and report hazards in the work area to designated personnel.<br>1.2 Report safety risks in the work area based on identified hazards, to designated personnel.<br>1.3 Follow safe work practices, duty of care requirements and safe work instructions for controlling risks.<br>1.4 Contribute to WHS, hazard, accident or incident reports in accordance with workplace procedures, Australian government and state or territory WHS legislation, and relevant information. |
| 2. Identify hazardous materials and other hazards on work sites. | 2.1 Correctly identify and, if appropriate, handle and use hazardous materials on a work site in accordance with legislative requirements, and workplace policies and procedures.<br>2.2 Apply measures for controlling risks and construction hazards effectively and immediately.<br>2.3 Use appropriate signs and symbols to secure hazardous materials that have safety implications for self and other workers, immediately they are identified.<br>2.4 Identify asbestos-containing materials on a work site and report to designated personnel. |
| 3. Plan and prepare for safe work practices. | 3.1 Identify, wear, correctly fit, use and store correct personal protective equipment and clothing for each area of construction work in accordance with workplace procedures<br>3.2 Select tools, equipment and materials, and organise tasks in conjunction with other personnel on site and in accordance with workplace procedures.<br>3.3 Determine required barricades and signage, and erect at the appropriate site location.<br>3.4 Apply material safety data sheets (MSDSs), job safety analyses (JSAs) and safe work method statements (SWMSs) relevant to the work to be performed. |
| 4. Apply safe work practices. | 4.1 Carry out tasks in a manner that is safe for operators, other personnel and the general community, in accordance with legislative requirements, and workplace policies and procedures.<br>4.2 Use plant and equipment guards in accordance with manufacturers' specifications, work site regulations and Australian Standards.<br>4.3 Follow procedures and report hazards, incidents and injuries |


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| | |
|---|---|
| | to relevant authorities.<br>4.4 Recognise and do not use prohibited tools and equipment in areas containing identified asbestos.<br>4.5 Identify and follow requirements of work site safety signs and symbols.<br>4.6 Clear and maintain work site area to prevent and protect self and others from incidents and accidents, and to meet environmental requirements. |
| 5. Follow emergency procedures. | 5.1 Identify designated personnel in the event of an emergency for communication purposes.<br>5.2 Follow safe workplace procedures for dealing with accidents, fire and other emergencies, including identification and use, if appropriate, of fire equipment within scope of own responsibilities.<br>5.3 Describe, practice and effectively carry out emergency response and evacuation procedures when required.<br>5.4 Carry out emergency first aid treatment of minor injuries and, as soon as possible, accurately report treatment details to designated personnel. |

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Supersedes and is equivalent to CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry.

## Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# Assessment Requirements for CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry

## Modification History

Release 1.

Supersedes and equivalent to CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry.

The unit of competency was updated to the Standards for Training Packages 2012.

This version first released with CPC Construction, Plumbing and Services Training Package Version 4.0.

## Performance Evidence

To demonstrate competency in this unit, a person must apply WHS requirements, policies and procedures on three separate and different occasions in the construction industry.

In doing this, the person must meet the performance criteria for this unit.

## Knowledge Evidence

To be competent in this unit, a person must demonstrate knowledge of:

- jurisdictional work health and safety (WHS) and environmental legislation and regulations
- workplace requirements for undertaking all aspects of applying WHS requirements, policies and procedures in the construction industry including interpreting work orders and reporting problems
- procedures and policies for identifying and reporting hazards, safety risks and hazardous materials, including asbestos, in the workplace
- procedures for following safe practices when dealing with hazards and hazardous materials, and controlling risks associated with them
- use of appropriate protective equipment and clothing, choice of tools, use of barricades and signage, and the necessity of following relevant safety procedures as indicated
- methods of safely performing tasks in accordance with legislative requirements and workplace policies and procedures
- procedures for reporting hazards, incidents and injuries
- necessity for keeping work site clear of risks to prevent accidents and to meet environmental requirements
- policies and procedures to be followed in an accident, fire or other type of emergency.



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# Assessment Conditions

Assessors must satisfy the requirements for assessors contained in the Standards for Registered Training Organisations.

Assessment of performance must be undertaken in the workplace or in a simulated workplace environment. Tasks are to be performed to the level of proficiency and within the time limits expected in a workplace.

Assessors are responsible for ensuring that the person demonstrating competency has access to:

- appropriate documents, materials, tools, equipment and personal protective equipment currently used in industry
- requirements of appropriate sections of legislation and regulations
- relevant workplace policies and procedures.

# Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# CPCCWP3002 Apply waterproofing process to internal wet areas

## Modification History

Release 2 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.1.

Changes to Performance Evidence and Unit Sector.

Release 1 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.0.

Supersedes and equivalent to CPCCWP3002A Apply waterproofing process to internal wet areas. Updated to meet the Standards for Training Packages 2012.

## Application

This unit specifies the skills and knowledge required to apply waterproofing to internal wet areas, meeting all relevant requirements of Australian Standards, work health and safety (WHS), and Commonwealth and state or territory legislation.

It includes identification of the appropriate waterproofing system to be used, its preparation and its application.

A person working at this level would be expected to take responsibility for organising and completing tasks assigned to them without close supervision.

Completion of the general construction induction training program specified by the model Code of Practice for Construction Work is required for any person who is to carry out construction work. Achievement of *CPCCWHS1001 Prepare to work safely in the construction industry* meets this requirement.

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

## Pre-requisite Unit

CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry

## Unit Sector

Construction waterproofing



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# Elements and Performance Criteria

| Elements describe the essential outcomes. | Performance criteria describe what needs to be done to demonstrate achievement of the element. |
|---|---|
| 1 Plan and prepare to apply waterproofing process to internal wet areas. | 1.1 Read and interpret work instructions and plan sequence of work. |
| | 1.2 Select and use personal protective equipment (PPE) as required for each stage of the task. |
| | 1.3 Plan all work to comply with laws and regulations, Australian Standards, work health and safety (WHS) and environmental requirements, manufacturers' specifications, workplace requirements, drawings and specifications. |
| | 1.4 Follow requirements of job safety analyses and safety data sheets. |
| | 1.5 Inspect work site, assess hazards and apply risk controls, including required signage and barricades. |
| | 1.6 Select tools and equipment, check for serviceability and report any faults. |
| | 1.7 Select materials required for task, calculate quantities, handle safely and prepare and position ready for use. |
| 2 Select waterproofing system. | 2.1 Locate internal structure to be waterproofed from drawings and specifications. |
| | 2.2 Check area for soundness and surface defects. |
| | 2.3 Select waterproofing systems suitable for and compatible with site conditions and substrate. |
| 3 Prepare for waterproofing installation. | 3.1 Set out internal wet area and check alignment, fixtures and finished levels for conformity with drawings and specifications, and report defects. |
| | 3.2 Test moisture content in substrate for compatibility with system and report defects. |
| | 3.3 Check adequacy of drainage and report defects. |


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| | 3.4 | Prepare flashings and termination seals and make ready for installation to manufacturers' specifications. |
| | 3.5 | Check that substrate has a uniform finish to manufacturers' instructions. |
| | 3.6 | Clean and prepare substrate ready for waterproofing. |
| | 3.7 | Prime substrate ready for waterproofing. |
| 4 Apply waterproofing. | 4.1 | Apply waterproofing system to prepared surface to manufacturers' specifications. |
| | 4.2 | Detail and terminate waterproofing membrane in accordance with system requirements. |
| | 4.3 | Check completed waterproofing installation for conformity to manufacturers' specifications. |
| | 4.4 | Document movement joints for subsequent trades. |
| | 4.5 | Perform final inspection and completion activities. |
| | 4.6 | Protect waterproofing membrane. |
| 5 Apply sealants to construction joints. | 5.1 | Select sealant for compatibility with application, substrate and finishes. |
| | 5.2 | Install backing rods and/or release agents to prevent three-sided adhesion. |
| | 5.3 | Apply sealant manufacturers' specifications, tool to required finish and allow to cure. |
| | 5.4 | Perform final inspection and completion activities. |
| | 5.5 | Protect sealant, in accordance with manufacturers' specifications. |
| 6 Clean up. | 6.1 | Clear work area, dispose of materials, and reuse or recycle in compliance with legislation, regulations and codes of practice. |
| | 6.2 | Clean, check, maintain and store tools and equipment in |


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accordance with manufacturers' recommendations.

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Supersedes and equivalent to CPCCWP3002A Apply waterproofing process to internal wet areas.

## Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# Assessment Requirements for CPCCWP3002 Apply waterproofing process to internal wet areas

## Modification History

Release 2 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.1.

Changes to Performance Evidence and Unit Sector.

Release 1 This version first released with CPC Construction, Plumbing and Services Training Package Release 5.0.

Supersedes and equivalent to CPCCWP3002A Apply waterproofing process to internal wet areas. Updated to meet the Standards for Training Packages 2012.

## Performance Evidence

To demonstrate competency, a candidate must satisfy all of the elements, performance criteria and foundation skills of this unit by waterproofing an internal wet area, including:

- one shower area, a minimum 1800 millimetres high, 900 millimetres x 900 millimetres wide, incorporating:
  - a niche
  - tap penetrations
  - draining connection
  - water stop/hob
- surrounds for an inserted bath with periphery barrier or water stop.

All work must be performed to the standard required in the workplace and must comply with laws and regulations, Australian Standards, work health and safety (WHS) and environmental requirements, manufacturers' specifications and workplace requirements.

## Knowledge Evidence

To be competent in this unit, a candidate must demonstrate knowledge of:

- requirements of Australian Standards for waterproofing internal wet areas
- safety requirements for waterproofing internal wet areas, including:
  - job safety analyses and/or safe work method statements in accordance with Safe Work Australia Code of Practice for Construction Work or state and/or territory equivalent
  - safety data sheets (SDS)
  - personal protective equipment (PPE)
- manufacturers' specifications for waterproofing systems and materials


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- assessment and appreciation of moisture content in substrate materials for waterproofing internal wet areas
- waterproofing around fixtures:
  - vanities
  - toilets
  - shower screens
  - taps
  - penetrations
- waterproofing materials, processes and systems for internal wet areas:
  - waterproofing systems/materials:
    - cementitious
    - water-based
    - moisture-cured
    - sealants
    - sprayed material membranes
    - sheet:
      - butyl
      - ethylene propylene diene monomer rubber (EPDM)
      - polyvinyl chloride (PVC)
      - decoupling
  - ancillary materials:
    - adhesives
    - sealants
    - drainage flanges
    - penetration flashings
    - water stops
- internal waterproofing materials, processes and techniques
- types and uses of materials storage and environmentally friendly waste management
- types and uses of plans, drawings and specifications for waterproofing internal wet areas
- types and uses of tools and equipment for waterproofing internal wet areas
- principles and considerations of water exclusion
- processes for the calculation of material requirements for waterproofing internal wet areas
- quality requirements for waterproofing internal wet areas
- termination and flashing principles.

## Assessment Conditions

Assessors must meet the requirements for assessors contained in the Standards for Registered Training Organisations.


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This unit must be assessed in the workplace or a close simulation using realistic workplace conditions, materials, activities, responsibilities, procedures, safety requirements and environmental considerations.

# Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# CPCWHS1001 Prepare to work safely in the construction industry

## Modification History

| Release | Comment |
|---|---|
| Release 1 | This version first released with CPC Construction, Plumbing and Services Training Package Release 7.0.<br><br>Supersedes and is equivalent to CPCCWHS1001 Prepare to work safely in the construction industry.<br><br>Amended Foundations Skills:<br>• Included 'written skills' category to the Foundations Skills to support the inclusion of 'written reporting' requirement in the Assessment Conditions.<br><br>Amended Performance Evidence:<br>• Removed the word 'orally' in four instances<br>• Removed reference to 'retro reflective'<br>• Added reference to 'shirt of jacket'<br>• Inclusion of WHS abbreviation.<br><br>Knowledge Evidence:<br>• Inclusion of ultraviolet abbreviation.<br><br>Amended Assessment Conditions:<br>• Added following statement: 'assessment must reflect a range of methods including practical demonstration, oral and written reporting'.<br>• Updated unit reference to CPCCWHS2001 *Apply WHS requirements, policies and procedures in the construction industry*<br>• Changed the word 'done' to 'conduct.' |

## Application

This unit of competency specifies the mandatory work health and safety training required prior to undertaking construction work. The unit requires the person to demonstrate personal awareness and knowledge of health and safety legislative requirements in order to work safely and prevent injury or harm to self and others. It covers identifying and orally reporting common construction hazards, understanding basic risk control measures, and identifying procedures for responding to potential incidents and emergencies. It also covers correctly selecting and fitting common personal protective equipment (PPE) used for construction work.


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This unit meets the general construction induction training requirements of:

- Part 1.1 Definitions and Part 6.5 of the Model Work Health and Safety Regulations;
- Division 11 of Part 3 of the Occupational Safety and Health Regulations 1996 for Western Australia; and
- Division 3 of Part 5.1 of the Occupational Health and Safety Regulations 2007 for Victoria.

It is expected that site-specific induction training will be conducted prior to conducting construction work.

Licensing, legislative, regulatory or certification requirements apply to this unit. Relevant work health and safety state and territory regulatory authorities should be consulted to confirm jurisdictional requirements.

## Pre-requisite Unit

Nil

## Unit Sector

Construction

## Elements and Performance Criteria

| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions. |
|---|---|
| 1. Identify health and safety legislative requirements of construction work. | 1.1. Basic roles, responsibilities and rights of duty holders are identified and explained according to **jurisdictional health and safety legislative requirements.** |
| | 1.2. Duty of care requirements are identified. |
| | 1.3. Construction safe work practices are identified and explained. |
| 2. Identify | 2.1. Basic principles of risk management are identified. |


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| | construction hazards and risk control measures. | 2.2. | Construction hazards are identified and discussed. |
| | | 2.3. | Purpose and use of PPE are identified and demonstrated. |
| | | 2.4. | Measures for controlling hazards are identified. |
| 3. | Identify health and safety communication and reporting processes. | 3.1. | Health and safety documents are identified and discussed. |
| | | 3.2. | Roles of designated health and safety personnel are identified and explained. |
| | | 3.3. | Safety signs and symbols are identified and explained. |
| | | 3.4. | Procedures for reporting hazards, incidents and injuries are identified. |
| 4. | Identify incident and emergency response procedures. | 4.1. | Procedures for responding to incidents and emergencies are identified and explained. |
| | | 4.2. | Procedures for accessing first aid are identified. |
| | | 4.3. | Types and purpose of fire safety equipment are identified and discussed. |

# Foundation Skills

| This section describes the language, literacy, numeracy and employment skills essential to performance in this unit but not explicit in the performance criteria. | |
|---|---|
| **Skill** | **Performance feature** |
| Numeracy skills to: | • locate and recognise numbers commonly used in safety signs. |
| Oral communication skills to: | • ask questions to clarify instructions<br>• listen to instructions to identify key safety information<br>• tell another person about a construction problem or hazard. |
| Reading skills to: | • follow simple pictorial safety instructions<br>• follow simple safety instructions that are written in English. |
| Problem-solving skills to: | • select risk control measures. |


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| | |
|---|---|
| Written skills to: | • complete a basic form. |

# Range of Conditions

This section specifies 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. Bold italicised wording, if used in the performance criteria, is detailed below.

***Jurisdictional health and safety legislative requirements*** must include at least one of the following state and territory Acts or their equivalent:

- Australian Capital Territory: Work Health and Safety Act 2011
- New South Wales: Work Health and Safety Act 2011
- Northern Territory: Work Health and Safety (National Uniform Legislation) Act 2011
- Queensland: Work Health and Safety Act 2011
- South Australia: Work Health and Safety Act 2012
- Tasmania: Work Health and Safety Act 2012
- Victoria: Occupational Health and Safety Act 2004
- Western Australia: Occupational Safety and Health Act 1984.

# Unit Mapping Information

Supersedes and is equivalent to CPCCWHS1001 Prepare to work safely in the construction industry.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad


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# Assessment Requirements for CPCWHS1001 Prepare to work safely in the construction industry

## Modification History

| Release | Comment |
|---|---|
| Release 1 | This version first released with CPC Construction, Plumbing and Services Training Package Release 7.0.<br><br>Supersedes and is equivalent to CPCCWHS1001 Prepare to work safely in the construction industry.<br><br>Amended Foundations Skills:<br>• Included 'written skills' category to the Foundations Skills to support the inclusion of 'written reporting' requirement in the Assessment Conditions.<br><br>Amended Performance Evidence:<br>• Removed the word 'orally' in four instances<br>• Removed reference to 'retro reflective'<br>• Added reference to 'shirt of jacket'<br>• Inclusion of WHS abbreviation.<br><br>Knowledge Evidence:<br>• Inclusion of ultraviolet abbreviation.<br><br>Amended Assessment Conditions:<br>• Added following statement: 'assessment must reflect a range of methods including practical demonstration, oral and written reporting'.<br>• Updated unit reference to CPCCWHS2001 *Apply WHS requirements, policies and procedures in the construction industry*<br>• Changed the word 'done' to 'conduct.' |

## Performance Evidence

A person demonstrating competency in this unit must satisfy the requirements of the elements, performance criteria, foundation skills, and range of conditions of this unit, in addition to the specific performance and knowledge evidence described below.

The person must:

- identify and orally report two construction hazards
- explain how risk could be reduced or removed in relation to those two hazards
- select appropriate personal protective equipment (PPE) to control the risk


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- explain basic procedures for responding to incidents and emergencies, including types and purpose of the following fire safety equipment:
  - fire blankets
  - fire-extinguishers, including water, carbon dioxide, powder and foam
  - hose reels and mains
- identify and orally explain the meaning of required safety signs and symbols
- explain the purpose of job safety analyses (JSAs), safe work method statements (SWMS) and safety data sheets (SDS)
- explain the roles of the following designated health and safety personnel:
  - first aid officers
  - work health and safety (WHS) representatives
  - WHS committee members
  - supervisors.

The person must also demonstrate correctly fitting to themselves the PPE listed below:

- eye protection
- hearing protection
- hard hat
- high visibility vest, shirt or jacket.

# Knowledge Evidence

A person must demonstrate knowledge of:

- basic duty of care, and the roles, rights and responsibilities of business owners and workers in relation to working safely while undertaking construction work
- basic meaning of the terms ‘hazard’ and ‘risk’
- basic principles of risk management, including the following five steps in order:
  - identify hazard
  - assess risk
  - consult and report
  - control hazard
  - review
- basic procedures for accessing first aid
- construction hazards, including those relating to:
  - asbestos
  - confined spaces
  - electrical: power lines, cords and equipment
  - excavations and trenches, including underground services
  - dust
  - falling objects
  - hazardous substances and dangerous goods
  - hot and cold work environments


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  - manual handling
  - noise
  - plant and equipment operation
  - traffic and mobile plant
  - unplanned collapse
  - ultraviolet (UV) radiation
  - working at heights, including scaffolding
- construction work that requires a high-risk work licence
- types, purpose and use of PPE used in construction, as specified in the performance evidence, and including safety footwear, harnesses and respiratory protection, and UV protective clothing and sunscreen
- construction emergencies, including:
  - chemical spill
  - fire
  - injury to personnel
  - structural collapse
  - toxic or flammable vapour emission
  - vehicle or mobile plant accident
- construction incidents, including:
  - incidents resulting in personal injury or damage to property
  - near misses or dangerous occurrences that do not cause injury but may pose an immediate and significant risk to persons or property, and need to be reported so that action can be taken to prevent recurrence
- safe work practices that should be followed in construction work, including:
  - accessing and using site amenities for drinking water, hand washing and toilets
  - following safety procedures when performing work tasks and using equipment
  - identifying and reporting hazards, incidents and injuries in the workplace
  - keeping the work area clean, tidy and free from debris
  - not using or being affected by drugs and/or alcohol while at work
  - preventing bullying and harassment in the workplace
  - selecting and using required PPE
  - smoking only in designated areas
  - storing and removing waste and debris in designated areas
- meanings and symbols associated with construction safety signs, symbols and tags, including:
  - emergency information signs: exits, emergency equipment and first aid
  - fire signs: location of fire alarms and firefighting equipment
  - hazard signs and symbols: danger and warning
  - regulatory signs and symbols: prohibition, mandatory and limitation or restriction
  - safety and lockout tags: danger and out-of-service tags.


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# Assessment Conditions

The following must be present and available to learners during assessment activities:

- equipment:
  - all of the PPE listed in the performance evidence
- specifications:
  - state or territory Act relevant to the location of the learner, as specified in the range of conditions.

The assessment must reflect a range of methods including practical demonstration, oral and written reporting.

The assessment of performance evidence must be conducted by direct observation of the learner by an assessor, either by an assessor observing the learner physically and/or by an assessor observing the learner via audio and visual media in real time.

**Assessor requirements**

As a minimum, assessors must satisfy the assessor requirements in the Standards for Registered Training Organisations (RTOs) current at the time of assessment.

Assessors must hold the unit *CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry*, or its successor.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad



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# CPPBDN4001 Research and evaluate construction materials and methods for building design projects

## Modification History

Release 1. New unit.

This version first released with CPP Property Services Training Package Version 1.

## Application

This unit of competency specifies the outcomes required to research and evaluate existing and emerging construction materials and methods for residential, commercial and industrial buildings, as defined in the Building Code of Australia (BCA), including for new buildings, additions and renovations to existing structures, and heritage restorations.

Research and evaluation are undertaken to develop an understanding of the range of contemporary construction materials and methods available; and their application, performance and interaction.

The unit supports drafters who work under the supervision and instruction of architects and building designers, ensuring that accurate and current information and data on construction materials and methods are identified and applied across building design projects.

Licensing, legislative, regulatory or certification requirements apply to building design drafting in some states. Relevant state and territory regulatory authorities should be consulted to confirm those requirements

## Pre-requisite Unit

Nil

## Competency Field

Drafting

## Unit Sector

Building design



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# Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions. |
|---|---|---|
| 1. | Review project brief and determine requirements. | 1.1. Project brief is reviewed and information relating to work requirements, BCA class, and type of building to be researched is identified. |
| | | 1.2. Requirements for research are confirmed, as required, with architect or building designer. |
| | | 1.3. ***Compliance requirements*** relevant to project building class and type and research scope are identified. |
| 2. | Research materials and methods for structural elements of specified building. | 2.1. ***Features*** and ***applications of materials used for structural elements*** are researched and evaluated. |
| | | 2.2. Compliance requirements ***for materials used for structural elements*** are researched and interpreted. |
| | | 2.3. Construction methods and systems for ***structural elements*** are researched and evaluated. |
| 3. | Research materials and methods for building envelope of specified building. | 3.1. Characteristics and applications of ***materials used for building envelope*** are researched and evaluated. |
| | | 3.2. Construction methods for building envelope and their compliance requirements are researched and interpreted. |
| 4. | Research systems and components for services of specified building. | 4.1. Features of systems and components for ***services*** are evaluated for costs and benefits according to client requirements for the building project. |
| | | 4.2. Compliance requirements for services are researched and interpreted. |
| | | 4.3. Installation methods for services are researched in relation to different types of systems and components. |
| 5. | Document and maintain research findings. | 5.1. Draft research findings with collated data, recommendations and supporting evidence are produced. |
| | | 5.2. Input into draft research findings is sought according to agreed procedures. |
| | | 5.3. Research findings are finalised and distributed to |


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appropriate stakeholders.

5.4. Research findings are updated as required.

# Foundation Skills

This section describes core skills that are essential to performance and not explicit in the performance criteria. Employment skills essential to performance are explicit in the performance criteria of this unit of competency.

| Skill | Performance feature |
|---|---|
| Learning skills to: | • evaluate the validity and reliability of information relating to existing and emerging building materials and methods<br>• independently navigate and find specific information in the National Construction Code (NCC)<br>• use systems for ordering, classifying and storing familiar reference materials and research information for easy retrieval. |
| Numeracy skills to: | • extract and interpret numerical information relating to building materials and methods, including:<br>  • fractions, decimals and percentages, ratio, rates and proportions<br>  • routine formulas and building design mathematical representations and conventions<br>  • two-dimensional and three-dimensional shapes, including compound shapes<br>  • statistical data in complex tables, spreadsheets and graphs<br>• measure, estimate and calculate in order to recommend cost-effective solutions for building design projects. |
| Oral communication skills to: | • listen to and clarify instructions and information relating to building materials and methods received from architect, building designer or manufacturer<br>• consider audience when arguing for or against specific building materials and methods being used in a building project<br>• respond to specific enquiries regarding own research findings, and clarify as necessary. |


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| Skill | Performance feature |
|---|---|
| Reading skills to: | • use different reading strategies to locate at times complex information about material characteristics and construction methods<br>• understand specialised NCC terminology. |
| Writing skills to: | • record data about building materials in text, table and diagram format<br>• integrate information and ideas from a range of sources and document associated recommendations, using support materials such as photographs, diagrams and graphs. |

# Range of Conditions

This section specifies 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. Bold italicised wording, if used in the performance criteria, is detailed below.

| | |
|---|---|
| ***Compliance requirements*** must include: | • ccurrent Australian standards applicable to the building design<br>• federal, state or territory, and local authority legislation and regulations applicable to the building design<br>• NCC. |
| ***Features*** must include: | • acoustic properties<br>• aesthetic properties<br>• availability<br>• cost<br>• defects<br>• durability<br>• energy efficiency<br>• fire resistance properties<br>• health and safety issues<br>• interaction with other materials<br>• limitations due to manufacturing process<br>• maintenance requirements<br>• structural safety<br>• sustainability features<br>• thermal properties<br>• tolerance. |
| ***Applications of materials used for*** | • coatings required<br>• compatibility with other elements |


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| | |
|---|---|
| ***structural elements*** must include: | • fixings required<br>• structural application<br>• substructural application<br>• use in specific construction methods or systems. |
| ***Materials used for structural elements*** must include three or more of the following: | • existing and emerging materials<br>• bricks<br>• clay<br>• composite materials<br>• concrete<br>• glass<br>• glass blocks<br>• metals<br>• stone<br>• timber and timber products. |
| ***Structural elements*** must include: | • footings<br>• floors<br>• slabs<br>• walls<br>• roofs. |
| ***Materials used for building envelope*** must include three or more of the following: | • existing and emerging materials<br>• bricks<br>• clay<br>• composite materials<br>• concrete<br>• glass<br>• glass blocks<br>• metals<br>• stone<br>• timber and timber products. |
| ***Services*** must include: | • energy<br>• fire suppression<br>• heating, ventilation and air conditioning (HVAC)<br>• telecommunications<br>• water |

# Unit Mapping Information

No equivalent unit.



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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b


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# Assessment Requirements for CPPBDN4001 Research and evaluate construction materials and methods for building design projects

## Modification History

Release 1. New unit.

This version first released with CPP Property Services Training Package Version 1.

## Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. The person must also be able to provide evidence of the ability to develop and maintain current research findings to support the building design process for the following three different types of building design projects, as defined in the Building Code of Australia (BCA). At least one of the building design projects must include a Class 10 component:

- one Class 1 building
- one Class 2 building
- one building selected from Classes 3 to 9.

At least one of the above building projects must be two storeys and one building project must be three storeys or more.

The person must produce research findings, with recommendations and supporting evidence for each of the above buildings, based on an evaluation of:

- features and applications of a range of at least three materials suitable for the structural elements and building envelope of each building project
- different construction methods and systems applicable to structural elements and building envelope for each building project
- systems and components for services, having considered:
  - relevant compliance requirements for each building project
  - installation methods for each building project.

The person must also be able to demonstrate a process for:

- seeking feedback on and distributing findings from each of the building projects
- maintaining the currency of research findings.



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# Knowledge Evidence

A person demonstrating competency in this unit must be able to demonstrate knowledge of the sections of the BCA relevant to the classes and types of buildings specified in the performance evidence, including knowledge of the following:

- performance features of building materials detailed in the range of conditions, and the cost benefits of their application
- building construction methods used for different materials that form structural elements and the building envelope
- construction and design terminology to describe the features and applications of materials and construction methods used.

In addition, evidence of the following knowledge must be demonstrated relevant to the classes and types of buildings specified in the performance evidence:

- sources of reliable information on existing and emerging uses of construction materials and methods
- workplace procedures for handling, storing and retrieving research information and outcomes.

# Assessment Conditions

Assessment must be conducted in the workplace or a close simulation of the workplace.

Suitable assessment of performance requires:

- equipment:
  - computer with internet access and software currently used in architectural and building design practices
  - telephone
- relationships with team members and supervisor:
  - tasks may be completed as an individual and as a team member, under the direction of an architect, building designer or other relevant person
- specifications – access to:
  - BCA and Australian standards applicable to the buildings specified in the performance evidence
  - manufacturer specifications relating to construction materials and methods used in the buildings specified in the performance evidence.

### Assessor requirements

As a minimum, assessors must satisfy SNR/AQTF assessor requirements.



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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b


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# CPPSEC2022 Install electronic locks and locking systems

## Modification History

Release 1 This version first released with CPP Property Services Training Package Release 9.0.

CPPSEC2022A Install mechanical lock and locking system. Updated to meet the Standards for Training Packages

## Application

This unit specifies the skills and knowledge required to install a range of electronic locks and locking systems for door and window applications. It includes upgrading or strengthening hollow doors to increase security, and fitting door control devices and locks to windows, doors and jams.

The unit is suitable for those with basic skills and knowledge undertaking routine work tasks under the direction of more experienced workers.

This unit may form part of the licensing requirements for people who sell, supply, advise on, install, maintain, monitor, repair or service security equipment and systems in those states and territories where these are regulated activities.

## Pre-requisite Unit

None.

## Unit Sector

Technical

## Elements and Performance Criteria

| Elements describe the essential outcomes. | Performance criteria describe what needs to be done to demonstrate achievement of the element. |
|---|---|
| 1 Prepare to install electronic lock and locking systems. | 1.1 Review work instructions to confirm installation timeframes, client needs, site location and equipment requirements, and clarify issues with relevant persons. |
| | 1.2 Identify and obtain electronic lock and locking system to be installed following workplace procedures. |



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| | | |
|---|---|---|
| | 1.3 | Review and follow workplace policies and procedures including work health and safety (WHS) when carrying out work tasks. |
| 2 Plan and organise installation operation. | 2.1 | Plan and prioritise work tasks allowing sufficient time to meet work instructions. |
| | 2.2 | Select and organise required tools and equipment including personal protective equipment and check for safe and correct operation. |
| | 2.3 | Select and organise required materials and hardware for product installation suitable to the specific installation surfaces and procedures. |
| | 2.4 | Inspect installation area to identify and control or report risks and hazards. |
| 3 Conduct installation procedures. | 3.1 | Use safe work practices when carrying out installation procedures according to WHS requirements. |
| | 3.2 | Fit locks to windows, doors and jams in accordance with manufacturers' instructions. |
| | 3.3 | Fit door control devices to allow correct operation of doors in accordance with manufacturers' instructions. |
| | 3.4 | Upgrade or strengthen hollow doors to increase security. |
| | 3.5 | Identify problems impacting the installation and obtain approval from relevant persons to vary the installation plan if required. |
| | 3.6 | Inspect installed electronic locks and locking and system to confirm correct operation and ensure no damage or distortion to the surrounding environment or services. |
| 4 Complete installation and documentation. | 4.1 | Notify installation completion to relevant persons. |
| | 4.2 | Complete installation documentation according to workplace requirements. |
| | 4.3 | Check tools and equipment for faults, wear or damage |


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and rectify or report problems.

4.4 Restore work area to original condition and remove waste caused by installation operation.

## Foundation Skills

As well as the foundation skills explicit in the performance criteria of this unit, candidates require:

- reading skills to understand key requirements of:
  - plans when locating installation sites for electronic locks and locking systems
  - Australian standards and manufacturers' instructions
- numeracy skills to calculate measurements to accurately position and fix door control devices and locks.

## Unit Mapping Information

Supersedes and equivalent to CPPSEC2022A Install mechanical lock and locking system.

## Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b


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# Assessment Requirements for CPPSEC2022 Install electronic locks and locking systems

## Modification History

Release 1 This version first released with CPP Property Services Training Package Release 9.0.

CPPSEC2022A Install mechanical lock and locking system. Updated to meet the Standards for Training Packages

## Performance Evidence

To demonstrate competency, a candidate must meet the performance criteria of this unit by installing electronic locks and locking systems involving:

- upgrading or strengthening two hollow doors
- fitting three door control devices
- fitting locks to three windows, doors and jams.

## Knowledge Evidence

To be competent in this unit, a candidate must demonstrate knowledge of:

- workplace policies and procedures that ensure compliance with legislative and regulatory requirements when installing electronic locks and locking systems:
  - licensing requirements and limits of own authority
  - reporting and documentation
  - requirements for complying with Australian Communications and Media Authority cabling rules
  - work health and safety
- basic carpentry techniques used when installing electronic locks and locking systems
- documentation to be completed when installing electronic locks and locking systems to ensure compliance with licensing and warranty requirements
- general principles of locksmithing
- installation methods and procedures for electronic locks and locking systems
- materials, hardware, tools and equipment including personal protective equipment (PPE) used when installing electronic locks and locking systems
- types, functions and features of electronic locks and locking systems
- types of doors and windows suitable for electronic lock applications
- typical hazards encountered when installing electronic locks and locking systems and the control measures for each:
  - confined spaces



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  - electrical
  - ground glass
  - hazardous materials and chemicals
  - people in the work area
  - power tools
  - vermin
- welding and drilling techniques used when installing electronic locks and locking systems.

# Assessment Conditions

Assessors must meet the requirements for assessors contained in the Standards for Registered Training Organisations.

All individuals engaged by a licensed RTO for security licensing purposes must hold both a security trainers licence (where such a licence exists within the relevant jurisdiction) and the licence for performing the security activities for which the individual is providing training or assessment. Regulators may impose other assessor conditions to meet jurisdictional assessment requirements.

Assessment must be conducted in the workplace or in a simulated workplace environment. Candidates must have access to:

- workplace policies and procedures, work instructions, documentation, electronic locks and locking systems, PPE, tools, materials and hardware required to achieve the performance evidence
- product information and manufacturers' instructions for locks and locking systems being installed.

# Links

Companion volumes to this training package are available at the VETNet website - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b


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# CUAACD101 Use basic drawing techniques

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Application

This unit describes the skills and knowledge required to create a basic visual representation of objects or ideas. It does not relate to drawing as an art form.

It applies to individuals in any context where a basic sketch or drawing of objects, ideas or layouts is required.

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

## Unit Sector

Visual communication – art, craft and design

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for drawing | 1.1 Clarify purpose of drawings with appropriate people<br>1.2 Identify tools and materials required for basic drawing techniques<br>1.3 Select appropriate tools and materials for basic drawing techniques |
| 2. Produce basic drawings | 2.1 Apply a limited range of techniques to represent objects or ideas<br>2.2 Follow safety instructions when handling tools and materials<br>2.3 Seek feedback on drawings from relevant people and refine |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | drawings as required |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Reading | 2.2 | • Comprehends safe handling instructions for tools and materials |
| Oral Communication | 1.1, 2.3 | • Uses questioning and active listening techniques to confirm task purpose and seek feedback |
| Navigate the world of work | 2.2 | • Follows defined safety procedures when handling tools and materials |
| Get the work done | 1.1, 1.2, 1.3, 2.1, 2.2, 2.3 | • Decides on tools, materials and techniques required to complete tasks, with the assistance of others |

## Unit Mapping Information

| Code and title current version | Code and title previous version | Comments | Equivalence status |
|---|---|---|---|
| CUAACD101 Use basic drawing techniques | CUVACD101A Use basic drawing techniques | Updated to meet Standards for Training Packages and clarify intent. | Equivalent unit |

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUAACD101 Use basic drawing techniques

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Performance Evidence

Evidence of the ability to:

- identify tools, materials and techniques required to produce drawings
- use a range of basic drawing techniques to produce and refine drawings that represent objects or ideas.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list materials and tools commonly used for drawing and explain how to use them safely
- describe different types of drawing techniques.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to materials and tools used in drawing work.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUAACD301 Produce drawings to communicate ideas

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Application

This unit describes the skills and knowledge required to produce drawings that represent and communicate ideas. It does not relate to drawing as an art form.

It applies to individuals who use drawings, either electronic or hand drawn, for personal use or in response to a project or brief. Drawings may include design concepts for objects, processes or spaces, movement sequences for performances or screen productions, exhibitions, tenders, proposals or publications.

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

## Unit Sector

Visual communication – art, craft and design

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Plan drawing work | 1.1 Identify drawing requirements from reference material and confirm with appropriate people if required<br>1.2 Identify factors, including contractual, legal and ethical factors, that may impact on how drawing work is undertaken<br>1.3 Gather information about drawing techniques, materials and equipment from a range of sources and determine how they may be used to communicate ideas |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 1.4 Evaluate information for its application to specific drawing briefs |
| 2. Experiment to represent ideas | 2.1 Explore the capabilities of techniques, materials and equipment<br>2.2 Follow safety procedures for particular techniques, materials and equipment<br>2.3 Select approaches that best suit the purpose of drawings and their presentation context |
| 3. Create drawings | 3.1 Organise materials, tools and equipment for selected techniques<br>3.2 Produce preliminary drawings and discuss their effectiveness with relevant people<br>3.3 Confirm intellectual property and other relevant legislative requirements are met<br>3.4 Finalise drawings, incorporating feedback on work in progress as required<br>3.5 Prepare drawings for the presentation context |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Reading | 1.1, 1.2, 1.4 | • Interprets information from familiar sources to determine drawing production requirements and legal and safety constraints |
| Oral Communication | 1.1, 1.2, 3.2 | • Uses questioning and active listening to gather information and opinions from others |
| Navigate the world of work | 1.2, 2.2, 3.3 | • Complies with legal, ethical and safety requirements associated with creative work |
| Interact with others | 3.2 | • Uses accepted practices and protocols in discussions of work progress with others |
| Get the work done | 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.4, 3.5 | • Identifies and organises relevant information and resource requirements<br>• Analyses drawing requirements and tests the |


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| | | |
|---|---|---|
| | | capabilities of materials, tools and equipment to determine the most appropriate approach for final production<br>• Refine drawings in response to feedback and presentation requirements |

# Unit Mapping Information

| **Code and title current version** | **Code and title previous version** | **Comments** | **Equivalence status** |
|---|---|---|---|
| CUAACD301 Produce drawings to communicate ideas | CUVACD301A Produce drawings to communicate ideas | Updated to meet Standards for Training Packages and clarify intent. Minor edits to performance criteria. | Equivalent unit |

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUAACD301 Produce drawings to communicate ideas

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Performance Evidence

Evidence of the ability to:

- identify and analyse drawing requirements
- explore techniques, materials and equipment safely
- produce a series of drawings that:
  - show a command of selected techniques
  - successfully communicate the required ideas.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe physical properties and capabilities of the range of materials, tools and equipment used in drawing
- identify sources of information about different approaches to drawing
- identify work health and safety issues associated with tools and materials used for drawing
- explain intellectual property issues and other legislation relevant to drawing.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- equipment and materials required to produce drawings
- information sources.


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Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUAACD303 Produce technical drawings

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Application

This unit describes the skills and knowledge required to apply a range of techniques to produce technical drawings that meet required standards and conventions.

It applies to individuals who use technical drawings in various contexts.

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

## Unit Sector

Visual communication – art, craft and design

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for technical drawing work | 1.1 Clarify drawing requirements by referring to project documentation and consulting with appropriate people<br>1.2 Identify factors that may impact on technical drawing work<br>1.3 Select techniques to fit the purpose of the drawings<br>1.4 Prepare equipment and materials according to workplace procedures and safety requirements |
| 2. Create technical drawings | 2.1 Apply appropriate conventions and standards to technical drawings<br>2.2 Prepare and review preliminary drawings in consultation with |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | relevant people and confirm required amendments<br>2.3 Produce technical drawings that are consistent with concept and purpose of drawings<br>2.4 Finalise and submit technical drawings within agreed timeframes |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Reading | 1.1, 1.2 | • Interprets project documentation and other relevant information to identify drawing requirements and constraints |
| Oral Communication | 1.1, 2.2 | • Uses questioning and careful listening to elicit information and opinions from others |
| Numeracy | 2.1, 2.3 | • Interprets numerical and spatial concepts related to drawing standards and conventions |
| Navigate the world of work | 1.2, 1.4 | • Takes responsibility for following workplace procedures and safety requirements and recognises potential legal, ethical and contractual constraints when planning and undertaking work |
| Interact with others | 1.1, 2.2 | • Participates in review of work progress with relevant people |
| Get the work done | 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4 | • Plans tasks in a logical sequence and manages time to complete final drawings within established timeframes<br>• Selects techniques appropriate to the drawing purpose and concept<br>• Ensures drawings comply with correct standards and conventions<br>• Prepares preliminary drawings for evaluation by others and makes recommended adjustments |


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# Unit Mapping Information

| Code and title current version | Code and title previous version | Comments | Equivalence status |
|---|---|---|---|
| CUAACD303 Produce technical drawings | CUVACD303A Produce technical drawings | Updated to meet Standards for Training Packages and clarify intent. | Equivalent unit |

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUAACD303 Produce technical drawings

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Performance Evidence

Evidence of the ability to:

- produce technical drawings which:
  - show a command of selected techniques
  - adhere to technical drawing standards and conventions
  - satisfy specified drawing purposes and concepts
- follow workplace procedures and safety requirements
- use feedback from others to refine and produce final drawings
- meet deadlines.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe physical properties and capabilities of the range of materials, tools and equipment used for technical drawing work
- explain technical drawing techniques and their application to a range of contexts and subject matter
- explain current standards and conventions for technical drawing
- describe work health and safety requirements for preparation of technical drawing materials and equipment.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:


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- equipment and materials required to produce technical drawings
- documented technical drawing requirements
- workplace documentation
- relevant people.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUAACD311 Produce drawings to communicate ideas

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Application

This unit describes the skills and knowledge required to produce drawings that represent and communicate ideas. It does not relate to drawing as an art form. It involves planning drawing work, experimenting with ideas and producing drawings.

The unit applies to those who use drawings, either digital or hand drawn, for personal use or in response to a project or brief. They allow for visual communication and are used as visual representation tools. Drawings may include design concepts for objects, layout planning, illustrations, processes, sequences or spaces.

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

## Unit Sector

Visual Communication – Art, Craft and Design

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Plan drawing work | 1.1 Identify drawing requirements from reference material and confirm with applicable personnel<br>1.2 Identify factors that may impact on how drawing work is undertaken<br>1.3 Gather information about drawing techniques, materials and equipment from different sources<br>1.4 Evaluate information for application to communicating ideas and specific drawings |
| 2. Experiment to represent | 2.1 Explore different drawing techniques with identified materials |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| ideas | and equipment<br>2.2 Select approaches that best suit the purpose of drawings and their presentation context |
| 3. Create drawings | 3.1 Organise materials, tools and equipment for selected techniques<br>3.2 Produce preliminary drawings and compare with drawing requirements in consultation with required personnel<br>3.3 Confirm intellectual property and other applicable legislative requirements are met<br>3.4 Finalise drawings, incorporating feedback on work in progress as required<br>3.5 Prepare drawings for presentation context |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Reading | • Interprets information from familiar sources to determine drawing production requirements and legal and safety constraints |
| Oral Communication | • Gathers information and opinions from others using questioning and active listening techniques |
| Self-management | • Complies with safety requirements associated with creative work |
| Teamwork | • Uses accepted practices and protocols in discussions of work progress with others |
| Initiative and enterprise | • Analyses drawing requirements and tests the capabilities of materials, tools and equipment when determining the approach for final production that meets drawing requirements |

# Unit Mapping Information

Supersedes and is equivalent to CUAACD301 Produce drawings to communicate ideas.


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# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUAACD311 Produce drawings to communicate ideas

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- produce drawings to communicate at least three different ideas.

In the course of the above, the candidate must:

- identify and analyse drawing requirements
- explore techniques, materials and equipment according to required safety procedures
- determine intellectual property requirements
- produce drawings that:
  - show a command of selected techniques
  - successfully communicate the required ideas.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- properties and capabilities of the range of materials, tools and equipment used in drawing digitally and by hand
- sources of information about different approaches to drawing
- work health and safety requirements associated with tools and materials used for drawing
- intellectual property and copyright requirements and other legislation related to own drawing work.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:


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- equipment, tools and materials required to produce drawings
- information sources.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUAACD312 Produce computer-aided drawings

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Application

This unit describes the skills and knowledge required to use different computer-aided design and drafting (CADD) program functions to produce drawings and documentation. It involves preparing to undertake the work, understanding the object or project brief parameters and measurements and finalising drawings according to requirements. The focus of this unit is on the technical skills required to operate CADD, not on design skills.

The unit applies to those who use computer-aided drawing skills in various contexts.

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

## Unit Sector

Visual Communication – Art, Craft and Design

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for computer-aided drawing work | 1.1 Clarify drawing requirements and objectives in concept or project information<br>1.2 Identify hardware, software, tools and equipment required for computer-aided design and drafting projects<br>1.3 Set up hardware and software according to operating instructions and organisational procedures as required<br>1.4 Identify and retrieve digitised information required for projects |
| 2. Gather object parameters and measurements | 2.1 Establish and record critical dimensions and data for required designs |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 2.2 Identify requirements in relation to accuracy, tolerances and other information according to drawing requirements |
| 3. Prepare plots or drawings | 3.1 Access and use CADD functions and features according to operating instructions<br>3.2 Access and use peripheral equipment required for projects<br>3.3 Prepare and review preliminary drawings in consultation with required personnel |
| 4. Finalise drawings | 4.1 Check designs against project objectives and specifications and mark up documentation according to organisational procedures<br>4.2 Identify and make required adjustments to designs in consultation with required personnel<br>4.3 Store data files according to operating instructions and organisational procedures<br>4.4 Submit final drawings within agreed time parameters |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Reading | • Interprets and evaluates detailed information, instructions and technical specifications in different formats when preparing for and producing computer aided drawings<br>• Reviews accuracy of drawings against specifications and project information |
| Writing | • Records key design information using industry standard conventions and terminology |
| Oral Communication | • Elicits information and opinions from others using questioning and careful listening |
| Numeracy | • Identifies and records measurements and other numerically expressed specifications required for drawings<br>• Operates numerical functions of computer aided drawing equipment and produces drawings to scale and measurements that meet drawing requirements |
| Self-management | • Takes responsibility for following necessary organisational procedures when planning and undertaking work |


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| SKILL | DESCRIPTION |
|---|---|
| Teamwork | • Participates in review of work progress with required personnel |
| Planning and organising | • Plans and organises required equipment, software and data in logical steps according to workplace and project requirements<br>• Prepares preliminary drawings for evaluation by others and makes recommended refinements<br>• Manages time to complete final drawings within established timeframes |
| Technology | • Produces, edits, stores and retrieves drawings using features of digital systems and tools |

# Unit Mapping Information

Supersedes and is equivalent to CUAACD302 Produce computer-aided drawings.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUAACD312 Produce computer-aided drawings

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- use features and functions of a computer-aided design and drafting (CADD) program to produce at least three different computer-aided drawings that meet project objectives.

In the course of the above, the candidate must:

- select CADD hardware and software to suit project requirements
- follow operating instructions and organisational procedures
- use feedback from others to refine and produce final drawings within specified timelines.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- software, peripheral equipment and tools used for CADD
- ways in which CADD is used within the specific workplace situation
- typical features and functions of CADD programs, including:
  - drawing tools to support methods for drawing lines, arcs, polylines, texts, dimensions
  - view displays
  - edit functions
  - working with layers
  - plotting and printing.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.


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This includes access to:

- CADD equipment and software
- project or concept information
- operating instructions and organisational procedures
- required personnel.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUAACD313 Produce technical drawings

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Application

This unit describes the skills and knowledge required to apply different techniques to produce technical drawings that meet required standards and conventions. It involves planning and preparing for technical drawing activities, creating technical drawings and finalising them according to project requirements.

The unit applies to those who use technical drawings in different contexts to meet project requirements

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

## Unit Sector

Visual Communication – Art, Craft and Design

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Plan and prepare for technical drawing work | 1.1 Identify drawing requirements with reference to project documentation in consultation with required personnel<br>1.2 Identify factors that may impact on technical drawing work<br>1.3 Select techniques to fit the purpose of drawings<br>1.4 Prepare equipment and materials according to workplace procedures and safety requirements |
| 2. Create technical drawings | 2.1 Produce and review preliminary drawings according to drawing requirements<br>2.2 Apply applicable conventions and standards to technical drawings |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 2.3 Discuss drawings with required personnel and confirm required amendments<br>2.4 Amend drawings according to drawing requirements |
| 3. Finalise technical drawings | 3.1 Check drawings against project objectives and drawing requirements according to organisational procedures<br>3.2 Finalise and submit technical drawings within agreed timeframes |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Reading | • Interprets project documentation and other applicable information when identifying drawing requirements and constraints |
| Oral Communication | • Elicits information and opinions from others using questioning and careful listening |
| Numeracy | • Interprets numerical and spatial concepts related to drawing standards and conventions |
| Self-management | • Takes responsibility for following workplace procedures and safety requirements when planning and undertaking work |
| Teamwork | • Participates in review of work progress with required personnel |
| Planning and organising | • Plans tasks in a logical sequence and manages time to complete final drawings within established timeframes |

# Unit Mapping Information

Supersedes and is equivalent to CUAACD303 Produce technical drawings.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUAACD313 Produce technical drawings

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- produce technical drawings according to at least three different project requirements.

In the course of the above, the candidate must:

- show a command of selected techniques
- adhere to technical drawing standards and conventions
- satisfy specified drawing purposes and concepts
- follow workplace procedures and safety requirements
- use feedback from others to refine and produce final drawings
- meet deadlines.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- physical properties and capabilities of the range of materials, tools and equipment used for technical drawing work
- technical drawing techniques and their application to a range of contexts and subject matter
- common standards and conventions for technical drawing
- work health and safety requirements relating to preparing technical drawing materials and equipment.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.


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This includes access to:

- equipment and materials required to produce technical drawings
- documented technical drawing requirements
- workplace documentation
- required personnel.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUAACD314 Make scale models

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Application

This unit describes the skills and knowledge required to make three-dimensional (3-D) physical scale models in response to specifications. It does not cover the use of 3-D digital software. It involves preparing to make scale models, completing construction of the models and finalising the model construction process according to scale model requirements.

The unit applies to those who work in many industries and use any 3-D form to make scale models as an essential part of the design process for a range productions or events.

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

## Unit Sector

Visual Communication – Art, Craft and Design

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare to make scale models | 1.1 Clarify scale model requirements according to documentation, verbal briefs and consultation with required personnel<br>1.2 Identify potential challenges and plan work to minimise risk in consultation with required personnel<br>1.3 Select techniques for model making according to project requirements<br>1.4 Confirm presentation requirements and timelines for final scale models<br>1.5 Confirm equipment, materials and work space requirements for model construction |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 1.6 Set up work space and equipment according to safety considerations and organisational procedures |
| 2. Complete model construction | 2.1 Make preliminary models representing core dimensions in line with specifications<br>2.2 Review preliminary models against objectives and specifications in consultation with required personnel<br>2.3 Confirm intellectual property and other relevant legislative requirements are met<br>2.4 Make adjustments to models as required<br>2.5 Complete models according to project requirements |
| 3. Finalise model construction process | 3.1 Present models to required personnel according to project and organisational requirements<br>3.2 Follow organisational storage and inventory procedures post-construction<br>3.3 Seek and use feedback from others to improve own skills |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Reading | • Assesses information from different sources and identifies key objectives of scale model projects, and construction and presentation details |
| Oral Communication | • Elicits information and opinions from others and presents scale model solutions using selected strategies |
| Numeracy | • Interprets and applies numerical specifications and scale requirements to accurate construction and adjustment of scale models |
| Self-management | • Complies with intellectual property and other legislative requirements within the scope of own role and responsibility when planning and undertaking work |
| Teamwork | • Collaborates and cooperates with colleagues to determine design requirements and plan work processes to achieve effective and compliant design outcomes |
| Planning and organising | • Organises tasks in a logical sequence to enable completion within prescribed timeframe<br>• Analyses task requirements to select applicable techniques |


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| SKILL | DESCRIPTION |
|---|---|
| | • Determines production resources required with input from others |

# Unit Mapping Information

Supersedes and is equivalent to CUAACD304 Make scale models.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUAACD314 Make scale models

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- make scale models according to at least two different project requirements.

In the course of the above, the candidate must:

- identify appropriate equipment and materials to make three-dimensional (3-D) models
- establish a safe work space for the use of equipment and materials
- use selected techniques and processes to make models that meet project requirements
- use safe work practices at all times
- communicate with others during preparation, construction and presentation of 3-D models.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- common model making methods, processes and techniques, including the physical properties and capabilities of equipment, tools and materials used
- ways to present finished scale models
- work space requirements for producing scale models, including set-up of work space for particular types of work
- issues and challenges that arise in making scale models
- intellectual property requirements and legislation associated with making scale models
- work health and safety requirements that apply to scale model making.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.


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This includes access to:

- documented scale model requirements and organisational procedures
- tools, materials and equipment required to construct scale models
- interaction with appropriate people.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUAACD412 Experiment with moulding and casting techniques

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Application

This unit describes the skills and knowledge required to develop technical skills in moulding and casting through experimentation. It involves developing different ideas based on own knowledge and existing ideas, extending moulding and casting skills through experimentation and producing moulds and casts.

The unit applies to those who work on the design and production of three-dimensional projects in industrial and creative contexts. In the creative industries this includes ceramic artists, sculptors and prop makers.

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

## Unit Sector

Visual Communication – Art, Craft and Design

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Develop ideas and designs for moulds and casts | 1.1 Research, adapt and use applicable ideas and approaches from own knowledge of different casting and moulding techniques and other practitioners to inform ideas and designs<br>1.2 Explore ideas and techniques at the same time to strengthen potential outcomes<br>1.3 Consider market potential, required techniques and access to materials, tools and equipment when developing ideas for work<br>1.4 Refine and confirm ideas based on experimentation, research and collaboration with others |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| 2. Extend moulding and casting skills | 2.1 Evaluate potential for new approaches to moulding and casting based on capabilities of techniques already used<br>2.2 Adapt or introduce new materials, tools and equipment to achieve different outcomes<br>2.3 Extend capabilities of moulding and casting through experimentation |
| 3. Make moulds and casts | 3.1 Set up or coordinate resources according to safety or other workplace requirements<br>3.2 Create moulds and casts using techniques and media selected from research and experimentation<br>3.3 Review and refine ideas and approaches based on ongoing experiences with the production of work |
| 4. Evaluate own work | 4.1 Review own work in terms of conceptual development and technical execution<br>4.2 Identify areas for future improvement, especially in terms of own skill development<br>4.3 Discuss completed work with required personnel and respond positively to feedback |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Reading | • Interprets information from different sources and determines applicable moulding techniques |
| Oral communication | • Elicits opinions and feedback form others using detailed and clear language |
| Numeracy | • Determines resource requirements using simple mathematical formulae |
| Self-management | • Takes responsibility for compliance with legal, safety and sustainability practices associated with moulding and casting techniques |
| Teamwork | • Seeks collaborative relationships with others and discusses own ideas, elicits feedback on completed work and identifies skill development opportunities |
| Planning and | • Plans and organises requirements for casting production |


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| SKILL | DESCRIPTION |
|---|---|
| organising | |
| Initiative and enterprise | • Achieves different results and extends skills and experience using research, exploration and experimentation |

# Unit Mapping Information

Supersedes and is equivalent to CUAACD402 Experiment with moulding and casting techniques.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUAACD412 Experiment with moulding and casting techniques

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- Produce at least one finished moulded item and one cast item using techniques selected from experimentation.

In the course of the above, the candidate must:

- develop ideas and techniques using research and experimentation and considering intellectual property requirements
- adapt, extend and combine the capabilities of different moulding materials and techniques
- apply techniques using safe and sustainable work practices throughout the moulding, casting and production process
- evaluate own work through self-reflection and collaboration with others.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- physical properties and capabilities of different materials and tools used in moulding and casting
- characteristics of different materials under different treatments and their potential to achieve different effects
- research methodologies used by artists who experiment with moulding and casting techniques
- suppliers of moulding and casting resources needed in a professional practice
- intellectual property requirements and other applicable legislation if using or adapting ideas from other practitioners
- work health and safety and sustainability requirements for the set-up and operation of moulding and casting work space.


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# Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- casting and mould-making materials, tools and equipment
- a workspace in which items can be constructed safely
- research tools and information sources
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUAACD508 Refine model making skills

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Application

This unit describes the, skills and knowledge required to refine techniques for the development of three-dimensional (3-D) physical models.

It applies to individuals working across a range of media and industry contexts who use well developed technical and creative skills to build 3-D models independently or as part of a team. The model could be used as a way of testing or presenting ideas. In some cases the model may be a finished work or artistic piece.

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

## Unit Sector

Visual communication – art, craft and design

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Maintain professional practice | 1.1 Comply with workplace expectations, and ethical and legal obligations in professional activities<br>1.2 Update information about creative approaches, techniques, materials and equipment relevant to model making<br>1.3 Identify techniques from other industries that could be applied to the development of scale models and make connections in own work<br>1.4 Source new ideas and trends through regular review of the work |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | of others<br>1.5 Use feedback from others to improve own skills in design<br>1.6 Seek opportunities to develop technical and conceptual skills |
| 2. Refine and consolidate own technique | 2.1 Experiment with new techniques, materials and equipment when developing model making ideas<br>2.2 Identify strengths and weaknesses of various approaches through practice and play<br>2.3 Identify and select approaches best suited to own practice<br>2.4 Develop and document a design process that reflects own style and approach |
| 3. Make models to professional standard | 3.1 Interpret ideas, problem-solving tasks or briefs with creativity, accuracy and efficiency<br>3.2 Develop a clear plan and schedule for model making work<br>3.3 Select and assemble appropriate model making materials, tools, techniques and equipment consistent with specifications<br>3.4 Develop precise and accurate scale models as required<br>3.5 Identify opportunities for refinement and re-thinking and make adjustments as required<br>3.6 Communicate the design process and the final solution using detailed work documentation<br>3.7 Present maquettes and models that meet project requirements to key people |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Reading | 1.2, 1.4, 3.1, 3.3 | • Interprets and evaluates a range of visual and textual information to generate ideas, clarify design project requirements and maintain awareness of industry trends and practices |
| Writing | 2.4, 3.2, 3.6 | • Develops and refines a range of detailed textual and visual documents using clear language and industry |


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| | | |
|---|---|---|
| | | specific terminology |
| Oral communication | 1.5, 3.7 | • Uses detailed and clear language to present information to others<br>• Uses active listening and questioning techniques to elicit information and confirm understanding |
| Numeracy | 3.4 | • Interprets measurements for the production of models |
| Navigate the world of work | 1.1, 1.2, 1.6 | • Meets workplace expectations and takes responsibility for compliance with legal and ethical requirements associated with design work<br>• Updates and maintains knowledge of model making practice in order to perform role |
| Get the work done | 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4 3.5, 3.7 | • Sequences work to a plan, managing resource selection and assembly and the development and refinement of scale model designs and production processes to meet requirements<br>• Selects practical strategies to enhance and support industry expertise including peer feedback, self-directed inquiry and review<br>• Uses experimentation with new materials and techniques and critical analysis of outcomes to inform decisions<br>• Presents resolved solutions that meet all requirements |

# Unit Mapping Information

| **Code and title current version** | **Code and title previous version** | **Comments** | **Equivalence status** |
|---|---|---|---|
| CUAACD508 Refine model making skills | CUVACD508A Refine model making skills | Updated to meet Standards for Training Packages and clarify intent. | Equivalent unit |

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUAACD508 Refine model making skills

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Performance Evidence

Evidence of the ability to:

- identify and explore new techniques, resources and materials and integrate into model making
- develop and refine models that meet project specifications and professional standards
- document the design process.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify ways in which model making is used in a range of industry contexts
- describe the basic principles and techniques for model making
- outline physical properties and capabilities of the range of materials, tools and equipment used for model making
- describe presentation methods for finished models
- describe work space requirements for the production of models, including work space set-up for particular types of model making work
- describe typical issues and challenges that arise in the context of making scale models
- outline the ethical, organisational and legislative requirements associated with model making.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:


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- projects that require construction of models
- tools, equipment and other resources required for constructing models.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUAACD511 Make moulds and casts

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Application

This unit describes the skills and knowledge required to create moulds and casts for a range of artistic and other purposes.

It applies to individuals who work independently in industrial and creative contexts and use well-developed technical skills for the chosen methods of casting or moulding. Individuals typically work as ceramic artists, glass artists, sculptors or prop makers, but the unit is relevant to others working with the design and production of any three-dimensional object.

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

## Unit Sector

Visual communication – art, craft and design

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Evaluate mould-making and casting approaches | 1.1 Research historical and contemporary theories and practices of mould-making and casting in the context of own work<br>1.2 Evaluate the ways in which casting and moulding may be used in different contexts and for different purposes<br>1.3 Investigate current materials, technologies and options for mould making and casting |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| 2. Design and make models for the mould-making and casting process | 2.1 Evaluate the design and production limitations of a variety of models<br>2.2 Design a variety of forms suitable for the mould-making and casting process<br>2.3 Make a variety of forms based on own designs<br>2.4 Evaluate forms to assess aesthetic, functional and technical issues<br>2.5 Make patterns or models suitable for reproduction by mould making and casting<br>2.6 Prepare patterns or models for mould making and casting |
| 3. Select mould-making and casting resources | 3.1 Establish the mould-making and casting needs of specific work projects, including technical specifications, in consultation with relevant people<br>3.2 Select appropriate materials, tools and equipment for the project<br>3.3 Consider the particular safety issues that affect mould-making and casting work<br>3.4 Calculate correct quantities of materials, avoiding wastage where possible |
| 4. Complete construction process | 4.1 Use mould-making and casting materials to meet specific work needs<br>4.2 Select and use different techniques and equipment to achieve desired outcomes<br>4.3 Fabricate one-piece and multi-piece moulds that meet technical specifications<br>4.4 Achieve different outcomes and effects through experimentation with various materials<br>4.5 Determine and allow required curing and drying time<br>4.6 Recognise and resolve technical and design issues in the mould-making and casting process<br>4.7 Apply safe strategies for the use, maintenance and storage of mould-making and casting materials, tools and equipment |
| 5. Evaluate work | 5.1 Review items produced in terms of durability and quality of finish<br>5.2 Assess the work in terms of its creative and aesthetic objectives<br>5.3 Identify and act on the potential for adjustment and refinement in future work |


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# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Reading | 1.1, 1.2, 1.3 | • Evaluates and integrates facts and ideas from a range of sources to inform work practice |
| Writing | 1.1, 1.3, 3.1 | • Records facts, information, project requirements and specifications accurately using industry terminology and simple vocabulary |
| Oral communication | 3.1 | • Participates in exchanges with others to elicit required information and establish understanding |
| Numeracy | 3.4, 4.5 | • Calculates resource and material requirements and production time requirements |
| Navigate the world of work | 3.3, 4.7 | • Meets obligations to follow safe practices for mould-making and casting work<br>• Follows required safety practice for the use, maintenance and storage of tools and equipment |
| Get the work done | 1.1, 1.2, 2.1- 2.6, 3.2,<br>4.1- 4.6, 5.1, 5.2, 5.3 | • Plans and organises work in a logical sequence in response to needs of specific projects<br>• Makes a series of analytical decisions in relatively complex situations considering design options for moulds, appropriate casting processes and required resources for projects<br>• Applies systematic, intuitive and experimental approaches to mould construction tasks and recognises and resolves problems encountered in the process<br>• Evaluates the technical properties of products from mould and cast production processes, and their visual and creative qualities and identifies future improvement opportunities |

# Unit Mapping Information

| Code and title current version | Code and title previous version | Comments | Equivalence status |
|---|---|---|---|


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| Code and title current version | Code and title previous version | Comments | Equivalence status |
|---|---|---|---|
| CUAACD511 Make moulds and casts | CUVACD511A Make moulds and casts | Updated to meet Standards for Training Packages and clarify intent. | Equivalent unit |

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUAACD511 Make moulds and casts

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Performance Evidence

Evidence of the ability to:

- assess and use information about mould-making and casting in own work
- develop a range of design models suited to reproduction
- produce multiple items using mould-making and casting techniques that meet specified technical and design requirements
- apply safe work practices to the preparation and completion of moulding and casting construction processes
- assess the quality of final work and document future improvement opportunities.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- briefly outline historical and contemporary theories and practices of mould-making and casting, relevant to own area of work
- describe in detail how mould-making and casting are used in own area of work
- identify current technologies and equipment used for mould-making and casting and outline their application to different purposes
- list the properties and applications of materials commonly used for mould-making and casting in the relevant work context
- explain reasons for the use of particular materials and techniques to achieve particular effects
- identify common technical problems that arise in the creation of moulds and casts
- detail the workplace health and safety requirements for making moulds or casts in the relevant work context.


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# Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- casting and mould-making materials, tools and equipment
- a work space in which items can be made safely.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUAACD537 Refine 3-D design ideas and processes

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Application

This unit describes the skills and knowledge required to extend understanding and use of three-dimensional (3-D) design ideas and processes for the production of work at a professional level.

The unit applies to those who work with a wide and potentially complex range of ideas about 3-D design.

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

## Unit Sector

Visual Communication – Art, Craft and Design

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Originate ideas for 3-D design | 1.1 Obtain design brief from required personnel<br>1.2 Research and explore information and generate ideas for design concepts<br>1.3 Develop initial design concepts consistent with aim of the work or specifications of the brief<br>1.4 Evaluate and explore options and materials that meet design brief requirements<br>1.5 Refine options and select approach that best meets design brief requirements |
| 2. Plan design process | 2.1 Develop clear plan and schedule for design realisation<br>2.2 Organise and allocate resources to meet design brief requirements |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 2.3 Discuss design process with others involved in design realisation as required<br>2.4 Monitor process and confirm purpose and quality of the design is maintained<br>2.5 Identify difficulties or problems and take action to rectify as required<br>2.6 Maintain documentation according to organisational policies and procedures |
| 3. Refine and consolidate process | 3.1 Develop 3-D designs and design processes that meet design brief requirements<br>3.2 Develop and document design process that reflects own style and approach<br>3.3 Identify opportunities for refinement and review and make adjustments as required<br>3.4 Communicate the design process and final solution according to design brief requirements and organisational policies and procedures<br>3.5 Prepare and present 3-D design solutions to required personnel |
| 4. Maintain expertise | 4.1 Improve own design skills using feedback from others<br>4.2 Maintain currency of industry standards and seek opportunities to further develop technical and conceptual skills<br>4.3 Source new ideas and trends through regular review of the work of others<br>4.4 Keep informed about new creative approaches**,** techniques, materials and equipment for 3-D design |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Reading | • Interprets and evaluates different visual and textual information to generate ideas, identify requirements of design projects and maintain awareness of industry trends and practices |
| Writing | • Develops and refines different detailed textual and visual documents using clear language and industry specific terminology |
| Oral Communication | • Presents and shares information with others using detailed and clear language |


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| SKILL | DESCRIPTION |
|---|---|
| | • Elicits information and confirms understanding using active listening and questioning techniques |
| Numeracy | • Performs mathematical calculations to schedule work activities and allocate resources within budget requirements |
| Self-management | • Takes responsibility for compliance with legal, ethical and organisational requirements associated with design work |
| Teamwork | • Selects and uses appropriate conventions and techniques when liaising with colleagues to provide information, present designs, seek feedback and gather current industry information |
| Planning and organising | • Develops a structured plan for the design process incorporating scheduling, resource allocation and required communication<br>• Independently manages the development and refinement of the design process in documents that reflects personal style and originality |
| Problem-solving | • Monitors progress and determines solutions to problems as they are encountered |
| Initiative and enterprise | • Develops ideas in response to parameters of a brief using independent research and experimentation |

# Unit Mapping Information

Supersedes and is equivalent to CUAACD507 Refine 3-D design ideas and processes.

# Links

Companion Volume Implementation Guide is found on VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUAACD537 Refine 3-D design ideas and processes

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- plan, develop and document effective 3-D design solutions and design processes that meet project requirements.

In the course of the above, the candidate must:

- originate and refine concept for three-dimensional (3-D) designs
- apply applicable ethical, organisational and legislative requirements to design activities
- use feedback and own initiative to extend proficiency and practice in 3-D design work.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- techniques for creating 3-D designs in the particular area of work
- basic principles of 3-D design
- physical properties and capabilities of different equipment, tools and materials used for 3-D design
- common presentation methods for finished 3-D designs
- work space requirements for producing 3-D design, including set-up of work space for particular types of 3-D work
- typical issues and challenges that arise in the context of making 3-D designs
- ethical and organisational requirements associated with 3-D designs.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.


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This includes access to:

- work specifications and/or design brief
- information sources
- equipment and tools and appropriate work space to produce design work
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

# Links

Companion Volume Implementation Guide is found on VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUAANM302 Create 3D digital animations

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Application

This unit describes the skills and knowledge required to animate simple 3D models and create 3D animations, which may include audio components. The models are for inclusion in interactive media products, short stand-alone animated sequences and basic games.

It applies to individuals who plan and create 3D animated sequences in consultation with relevant personnel in a wide variety of contexts in the digital content industry.

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

## Unit Sector

Visual Communication – Animation and Digital Effects

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Clarify animation requirements | 1.1 Clarify 3D animation requirements documented in design briefs with relevant personnel<br>1.2 Examine models to be animated to determine appropriate animation techniques<br>1.3 Identify file formats and delivery platform for animated sequences<br>1.4 Identify factors that may influence animation design approach |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 1.5 Clarify work flow sequences with relevant personnel to ensure production schedule deadlines are met |
| 2. Plan approach | 2.1 Research animations, artworks and other creative sources that may inspire ideas<br>2.2 Generate a range of ideas for animations that are technically feasible, respond to briefs and provide creative solutions to all design issues<br>2.3 Present ideas to relevant personnel using appropriate design techniques<br>2.4 Adjust approach to incorporate feedback and agree on final design concept<br>2.5 Discuss and select 3D animation software with relevant personnel to ensure animated sequences meet technical and creative requirements<br>2.6 Identify audio assets to support animations as required |
| 3. Produce animated sequences for review | 3.1 Create 3D animations using software and animation techniques to suit design requirements<br>3.2 Adopt safe ergonomic practices when using equipment for long periods of time<br>3.3 Apply basic animation, screen, visual design and communication principles to produce animations<br>3.4 Apply real world camera techniques to virtual cameras used in 3D animation as required<br>3.5 Confirm with relevant personnel that models have not infringed copyright<br>3.6 Render completed animated sequences using appropriate output file formats<br>3.7 Save and store animated sequences using standard naming conventions and version control protocols<br>3.8 Demonstrate 3D animated sequences to relevant personnel for evaluation by agreed deadlines |
| 4. Finalise animated sequences | 4.1 Review animated sequences to assess creative solutions to design briefs, appropriateness to users or audience, and technical feasibility<br>4.2 Discuss and confirm additional requirements or modifications with relevant personnel, and complete changes as required for signoff |


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# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Reading | 1.1-1.3, 1.5, 2.1, 2.2, 3.5, 4.1 | • Interprets production documentation and design specifications in relation to own duties and copyright issues |
| Writing | 3.6, 3.7, 4.2 | • Generates and records information for the design of 3D animations in required format<br>• Uses standard naming conventions and version control protocols when saving and storing files |
| Oral Communication | 1.1, 1.5, 2.3-2.5, 4.2 | • Obtains information by listening and questioning<br>• Uses clear language to discuss ideas, contribute information, and express requirements |
| Navigate the world of work | 3.2, 3.5 | • Understands and complies with legislative requirements relevant to role |
| Interact with others | 1.1, 1.5, 2.3-2.5, 3.8, 4.2 | • Responds to and draws on others' perspectives when negotiating design of 3D animations<br>• Collaborates to achieve joint outcomes in the design process, playing an active role in facilitating effective group interaction |
| Get the work done | 1.1-1.5, 2.1-2.3, 2.5, 2.6, 3.3-3.8, 4.1, 4.2 | • Organises and completes animation requirements in line with specifications, arranging consultations at key design points<br>• Takes responsibility for decisions directly related to own tasks<br>• Uses digital software to create drawings and animations and to manage files |

# Unit Mapping Information

| Code and title current version | Code and title previous version | Comments | Equivalence status |
|---|---|---|---|
| CUAANM302 Create | CUFANM302A Create 3D digital | Updated to meet Standards for | Equivalent unit |


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| Code and title current version | Code and title previous version | Comments | Equivalence status |
|---|---|---|---|
| 3D digital animations | animations | Training Packages. Performance criteria reworded for clarity. | |

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUAANM302 Create 3D digital animations

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Performance Evidence

Evidence of the ability to:

- interpret design specifications and generate a range of creative ideas and concepts that respond to the brief
- collaborate with others to clarify requirements, discuss ideas, select final design concept and review final animations
- use animation software to create 3D animations that meet requirements of design briefs within production deadlines
- correctly name and store animations in appropriate file formats.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain basic animation techniques and principles
- describe screen, visual design and communication principles as they apply to animations
- outline intellectual property considerations if using images from external sources
- outline work health and safety requirements as they apply to using screens and keyboards for extended periods of time.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- production documents and briefs
- resources, equipment and software required for 3D animations


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- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUAANM313 Create 3D digital models

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 5.0. |

## Application

This unit describes the skills and knowledge required to create 3D digital models that are produced primarily for online and mobile device application, and meet technical and design specifications.

The unit applies to those who clarify production requirements and produce 3D models under supervision, but they may have responsibility for planning their own work.

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

## Unit Sector

Visual communication – Animation and digital effects

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Clarify work requirements | 1.1 Clarify requirements and purpose for 3D digital models with reference to production documents<br>1.2 Confirm workflow sequences and production schedule deadlines in consultation with required personnel<br>1.3 Clarify modelling technique that suits production requirements with required personnel<br>1.4 Discuss and select digital modelling software that suits production delivery platform and modelling techniques, with required personnel<br>1.5 Gather and analyse reference materials for visualising 3D models |
| 2. Develop 3D digital | 2.1 Block out models based on reference materials using software |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| models | features and modelling principles<br>2.2 Adopt safe ergonomic practices when using screens and keyboards for extended periods of time<br>2.3 Apply different effects to shape models according to design requirements using software features and geometry<br>2.4 Perform basic rigging to an animated skeleton to test models' topology allows for required deformation<br>2.5 Refine and check integrity of models progressively until they meet design requirements<br>2.6 Confirm with required personnel that models have not infringed copyright<br>2.7 Test and identify model faults, and modify as required<br>2.8 Apply models to required personnel for feedback, and adjust as required |
| 3 Finalise 3D digital models | 3.1 Review 3D models to ensure creative solutions meet design specifications<br>3.2 Discuss and confirm with required personnel additional requirements or modifications to 3D models and undertake necessary amendments<br>3.3 Render and output models in required format and submit to required personnel by agreed deadlines<br>3.4 Make back-up copies of files, and save and store 3D models using standard naming conventions |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Numeracy | • Performs required adjustments to models using knowledge of shapes, symmetry and solids |
| Oral communication | • Explains ideas and requirements clearly and listens carefully to verbal instructions<br>• Confirms understanding using questioning and listening skills |
| Reading | • Analyses textual information from production documents and reference materials to confirm design requirements |
| Writing | • Clarifies requirements and prepares work-related documentation using specific language required for audience |


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| SKILL | DESCRIPTION |
|---|---|
| Planning and organising | • Plans, organises and implements tasks required to meet requirements within deadlines |
| Self-management | • Applies legislative requirements relevant to own role |
| Teamwork | • Responds to and draws on others' perspectives when negotiating design of 3D digital models<br>• Collaborates to achieve joint outcomes in the design process, playing an active role in facilitating effective group interaction<br>• Makes aesthetic and technical decisions in collaboration with others |
| Technology | • Uses digital software to create models and manage files |

# Unit Mapping Information

Supersedes and is equivalent to CUAANM303 Create 3D digital models.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUAANM313 Create 3D digital models

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- create at least two 3D digital models that meet design requirements and production deadlines.

In the course of the above, the candidate must:

- collaborate with others to clarify requirements, discuss techniques, select modelling software and review models
- use 3D modelling software proficiently to build models and apply various modelling effects
- adopt safe ergonomic practices when using screens and keyboards for extended periods of time
- correctly store 3D models in appropriate file formats using industry naming conventions.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- stages in the production process from initial design through to finished product
- basic modelling principles used to build 3D digital models
- methods of using geometry to create scale, form, weight and volume in 3D models
- standard file naming conventions for saving and storing 3D models
- concept of integrity as it applies to 3D modelling
- relationship between topology and deformation
- processes of rendering as it applies to 3D modelling
- processes for using digital modelling software
- intellectual property and copyright considerations if using images from external sources
- work health and safety requirements relating to using screens and keyboards for extended periods of time.


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# Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- production documentation
- software for producing 3D digital models
- interaction with others required to demonstrate the performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUAANM512 Create 3D digital environments

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 5.0. |

## Application

This unit describes the skills and knowledge required to create 3D digital environments using appropriate software, reference material and established designs.

The unit applies to those who follow technical and design specifications to produce 3D environments to scale. As members of a production team they must consider how later production stages rely on, and therefore influence, the creation of their work.

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

## Unit Sector

Visual communication – Animation and digital effects

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Clarify work requirements | 1.1 Determine requirements and purpose for 3D digital environments with reference to production documentation<br>1.2 Identify workflow sequences and production deadlines in consultation with required personnel<br>1.3 Select software that best suits the type of production and delivery platform for which 3D digital environments are being created<br>1.4 Gather and analyse reference materials for visualisation of 3D environments |
| 2. Create 3D digital environments | 2.1 Build a previsualisation of environments in relation to reference materials using software features, and submit to required personnel for approval |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 2.2 Build realistically detailed environment models and progressively refine them until they meet design requirements<br>2.3 Check integrity of models and ensure spatial relationship meets design requirements<br>2.4 Apply texture coordinates according to design requirements<br>2.5 Create and incorporate matte paintings according to design requirements<br>2.6 Apply lighting and shaders according to design requirements<br>2.7 Experiment with different lighting rigs and select a rig that meets design requirements<br>2.8 Adopt safe ergonomic practices when using screens and keyboards for extended periods of time<br>2.9 Continuously refine all aspects of 3D digital environments until required creative effect is achieved<br>2.10 Submit environments to required personnel for feedback on whether production requirements have been met and make final adjustments as required |
| 3. Finalise projects | 3.1 Render and output environments and submit to required personnel by agreed deadlines<br>3.2 Make back-up copies of files, and save and store animations using appropriate output file formats and standard naming conventions<br>3.3 Participate in project evaluations and contribute ideas and suggestions about ways to improve future projects |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Oral communication | • Uses clear language to explain and discuss task requirements<br>• Confirms understanding using questioning and listening techniques |
| Reading | • Interprets and analyses textual information from different sources for idea development and confirmation of job parameters |
| Planning and organising | • Plans and manages workflow processes to ensure design and production requirements are satisfied<br>• Documents task requirements and workflow sequences |
| Self-management | • Follows organisational procedures when managing files and directories<br>• Adheres to work health and safety requirements |


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| SKILL | DESCRIPTION |
|---|---|
| Teamwork | • Uses appropriate communication practices and protocols to present drafts<br>• Refines ideas and discusses project outcomes in collaboration with others |
| Technology | • Uses digital tools to develop refined, technically accurate 3D digital environments for different productions and delivery platforms using digital tools |

# Unit Mapping Information

Supersedes and is equivalent to CUAANM502 Create 3D digital environments.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUAANM512 Create 3D digital environments

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- create detailed 3D digital environments that meet design requirements and production deadlines for at least two different productions.

In the course of the above, the candidate must:

- apply a range of modelling techniques to achieve creative and realistic effects
- select and proficiently use required animation software to achieve product outcomes
- store 3D environments in required file formats using industry naming conventions
- participate productively in project evaluation for improvement
- adopt safe ergonomic practices when using screens and keyboards for extended periods of time
- work collaboratively with others in a production team to achieve project outcomes.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- strategies to address typical challenges when creating digital environments
- digital modelling techniques used in development of 3D environments
- the realistic construction of 3D environments using spatial relationship elements including scale, form, weight and volume
- strategies to evaluate projects to improve future projects
- concept of integrity in modelling 3D environments
- different 3D animation software
- following concepts and their application to developing 3D environments:
  - texture coordinates
  - matte paintings
  - lighting and shaders


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- required file formations and industry naming conventions
- work health and safety requirements relating to working with computers and keyboards for extended periods of time.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- production documentation
- interaction with others required to demonstrate the performance evidence
- animation software.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUACAL311 Produce calligraphy

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Application

This unit describes the skills and knowledge required to explore and use different techniques to produce finished calligraphic works. Works are informed by design concepts which are reviewed and adjusted during the work in progress.

It applies to individuals who are developing their expertise in design and technique. They work under supervision but have some independence and use discretion and judgement within defined guidelines.

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

## Unit Sector

Visual communication – calligraphy

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Plan calligraphy work | 1.1 Discuss ideas and techniques for own calligraphic work in consultation with required personnel<br>1.2 Research historical and contemporary calligraphic practices to apply to own work<br>1.3 Consider intellectual property requirements for own work<br>1.4 Select calligraphy strategies and techniques for own work |
| 2. Create calligraphy work | 2.1 Calculate, select and organise type and quantity of calligraphic equipment, tools and materials based on the requirements of chosen work<br>2.2 Use combined calligraphy techniques, and elements and design |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | principles when creating desired effects<br>2.3 Handle equipment, tools and materials safely and minimise waste throughout all processes<br>2.4 Review work in progress and make adjustments as required to produce final work |
| 3. Finalise and evaluate calligraphy work | 3.2 Dispose of equipment, tools and materials according to workplace safety and sustainability requirements as required<br>3.3 Clean and store equipment, tools and materials according to specific requirements of different items<br>3.4 Seek feedback from relevant personnel on proficiency of work and success in communicating ideas<br>3.5 Evaluate own work using feedback from relevant personnel |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Reading | • Interprets and evaluates complex and unfamiliar information for supporting design ideas |
| Writing | • Documents comprehensive records of production using clear, industry relevant terminology |
| Oral Communication | • Shares ideas for designs and techniques using industry relevant terminology<br>• Uses questioning and active listening techniques to elicit information and feedback, and confirm understanding |
| Numeracy | • Determines quantities of equipment, tools and materials and measures dimensions of art pieces using basic calculations |
| Self-management | • Follows defined guidelines for legal, safety and sustainability practices |
| Teamwork | • Seeks perspective and guidance from others to inform design ideas |
| Planning and organising | • Organises processes to set up work, assess techniques and produce creative work with guidance from others<br>• Makes routine decisions directly related to own role |
| Problem solving | • Uses trial and error processes to solve technique problems |


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# Unit Mapping Information

Supersedes and is equivalent to CUACAL301 Produce calligraphy.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUACAL311 Produce calligraphy

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- create at least two pieces of calligraphic work that adapt and combine calligraphy techniques and show technical proficiency in chosen techniques.

In the course of the above, the candidate must:

- discuss ideas and techniques from historical and contemporary calligraphic practice
- review and document the work process.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- techniques for achieving different effects in calligraphic works
- historical and contemporary principles of calligraphic practice and how they can inform own design ideas
- key characteristics and interrelationships used in calligraphic work to inform elements and principles of design
- tools and equipment used for producing calligraphic work, including:
  - physical features and uses
  - maintenance techniques
  - storage requirements
- physical properties and capabilities of different materials and techniques used to produce calligraphic work
- typical workspace requirements for producing calligraphic work including ways of organising space and equipment for efficient work operation
- procedures for working safely with calligraphy materials, tools and equipment
- copyright, moral rights and intellectual property requirements with reference to calligraphy


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- techniques, workplace health safety requirements, and sustainability requirements for disposing of calligraphy resources.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- equipment, tools, materials and information sources required for producing calligraphic work.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUADES201 Follow a design process

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Application

This unit describes the skills and knowledge required to follow a design process at a basic level, incorporating an element of problem solving to identify and resolve challenges that may hinder the process. It involves establishing the challenges faced in the design process, exploring different ideas for solutions and solving the associated challenges through implementation of solutions.

The unit applies to those who work under direct supervision and respond to specific issues or changes which may relate to product and service requirements.

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

## Unit Sector

Design – Design Process

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1.Clarify the challenge | 1.1 Confirm nature and scope of challenge with stakeholders<br>1.2 Agree on specific objectives with stakeholders<br>1.3 Identify constraints that may impact the design process<br>1.4 Identify and source applicable supporting information and assistance |
| 2. Explore different ideas and select solutions | 2.1 Generate different ideas according to challenge requirements<br>2.2 Explore different options and ideas for meeting requirements and discuss with stakeholders |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 2.3 Analyse different ideas and feedback and select preferred solution<br>2.4 Summarise key ideas and present to stakeholders in required format<br>2.5 Obtain required approvals to progress solution |
| 3. Implement solution | 3.1 Schedule key tasks and organise resources required for implementation<br>3.2 Carry out testing, prototyping or trialling of proposed solution<br>3.3 Maintain any required documentation<br>3.4 Identify problems and seek advice and guidance from others |
| 4. Evaluate solution | 4.1 Check success of solution based on original objectives<br>4.2 Seek feedback from required stakeholders<br>4.3 Review both the solution and the process undertaken and record for future reference |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Learning | • Reviews own work and identifies improvement opportunities |
| Reading | • Reviews and interprets textual information from different sources to scope job requirements and generate ideas |
| Writing | • Produces meeting summaries using simple language and structure |
| Oral Communication | • Gains information, confirms understanding and seeks feedback using questioning and listening techniques<br>• Presents ideas using correct pronunciation and vocabulary |
| Numeracy | • Recognises and interprets numerical information relating to timeframes and dates |
| Teamwork | • Cooperates with others in immediate work context |
| Planning and organising | • Plans routine tasks with familiar goals and outcomes |


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| SKILL | DESCRIPTION |
|---|---|
| Self-management | • Seeks assistance when problems are beyond immediate responsibilities or experience<br>• Takes responsibility for routine low-impact decisions within familiar situations |
| Initiative and enterprise | • Identifies ideas in use in other contexts and considers how they might be applied in own context with minimal adjustment |

# Unit Mapping Information

Supersedes and is equivalent to BSBDES201 Follow a design process.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUADES201 Follow a design process

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- follow the design process for at least two challenges.

In the course of the above, the candidate must:

- determine project objectives, possible constraints and required support materials
- collaborate with others to generate ideas, solve problems and seek approvals and feedback
- schedule tasks and create project documentation that support proposed solutions
- review work and identify at least one area for future improvement.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- creative thinking techniques used to generate ideas
- key steps in the design process as a way of thinking and solving problems
- sources of information for new ideas, applicable to specific context.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- office equipment required to implement solutions.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.


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# Links

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# CUADES202 Evaluate the nature of design in a specific industry context

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Application

This unit describes the skills and knowledge required to examine and consider the design process in a specific industry context. It involves exploring industry specific designs, establishing links between designs and own work and retaining knowledge on industry design trends.

The unit applies to those who, in any context, need to develop a basic appreciation and knowledge of the way design works in a particular industry, and of its potential impacts on industry and individual work practice.

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

## Unit Sector

Design – Design Process

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Explore design in given industry context | 1.1 Investigate the nature, history, role and importance of design in one's own industry context<br>1.2 Evaluate roles played by designers and other contributors in design process<br>1.3 Source information on impact of technology on design in the industry |
| 2. Examine links between design and own work | 2.1 Investigate impact of design on own work<br>2.2 Determine role of individual workers across the industry |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | in affecting future design directions |
| 3. Keep up-to-date with industry design trends | 3.1 Identify and access opportunities and maintain currency of knowledge about industry design trends<br>3.2 Evaluate how design trends affect the overall industry and how it operates<br>3.3 Share information and discuss emerging trends with work colleagues<br>3.4 Identify trends that will impact own work and seek opportunities to develop applicable skills |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Learning | • Identifies and uses opportunities to maintain and improve skills and knowledge |
| Reading | • Reviews textual information from different sources and identifies applicable information |
| Writing | • Prepares specific information using clear and appropriate language to present to other personnel |
| Oral Communication | • Participates in verbal exchanges using vocabulary, style and tone applicable for audience<br>• Clarifies understanding using listening techniques |
| Teamwork | • Achieves shared goals in collaboration with others |
| Planning and organising | • Plans routine tasks with familiar goals and outcomes |
| Initiative and enterprise | • Identifies ideas in use in other contexts and considers how they might be applied in own context with minimal adjustment<br>• Identifies and applies some general design and operating principles of digital tools to inform design work |
| Self-management | • Takes responsibility for routine low-impact decisions within familiar situations |


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# Unit Mapping Information

Supersedes and is equivalent to BSBDES202 Evaluate the nature of design in a specific industry context.

# Links

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# Assessment Requirements for CUADES202 Evaluate the nature of design in a specific industry context

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- evaluate the nature of design in at least one industry context.

In the course of the above, the candidate must:

- identify design concepts from different information sources on design and identify how they can be applied to own work.
- identify one or more opportunities to maintain currency of industry trends and design skills
- identify and share information on emerging design trends with colleagues.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- consumer/end-user expectations of design in the chosen industry context
- current and emerging technologies and their effects on design in the chosen industry context
- influential designers, both past and present, in the chosen industry context
- major design trends in chosen industry context
- role of design in chosen industry context.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- office equipment and resources


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- sources of information on design in a specific industry context.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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# CUADES301 Explore the use of colour

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Application

This unit describes the skills and knowledge required to explore the use of colour and to apply colour theory. It involves researching colour and colour theory, experimenting with different colours and colour-combinations and communicating different ideas using colour.

It applies to individuals whose work involves understanding and applying the use of colour according to colour requirements.

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

## Unit Sector

Design – Design Process

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Source information on colour and colour theory | 1.1 Identify and access sources of information on colour and colour theory<br>1.2 Evaluate and collate information on colour and its application in different contexts |
| 2. Experiment with colour | 2.1 Develop ideas on testing, challenging or confirming colour theory<br>2.2 Test different colours and colour-combinations through experimentation with different ideas<br>2.3 Confirm safe use of materials, tools and equipment during experimentation with colour |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| 3. Communicate ideas through use of colour | 3.1 Investigate how colour communicates particular ideas<br>3.2 Select materials, tools and equipment applicable to idea<br>3.3 Apply colour to communicate idea based on own knowledge of colour and colour theory<br>3.4 Review own use of colour and what it communicates<br>3.5 Seek and obtain feedback from others on way colour has been used and its success in communicating idea<br>3.6 Present and store work samples as required for future use |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Reading | • Evaluates and integrates facts and descriptions of colour from different texts including text embedded in visual media |
| Writing | • Produces different text types using applicable vocabulary, grammatical structure and conventions<br>• Applies basic referencing and sequencing of professional and archival resources |
| Oral Communication | • Presents ideas, asks questions and listens, seeks feedback and generates ideas |
| Numeracy | • Selects and uses mathematical information for measurement and volume |
| Self-management | • Takes some personal responsibility for adherence to legal and regulatory requirements with specific reference to safety<br>• Takes responsibility for routine low-impact decisions within familiar situations |
| Planning and organising | • Plans, sequences and implements tasks required to achieve outcomes |
| Initiative and enterprise | • Evaluates decisions on how well they meet stated goals<br>• Contributes to design of new approaches within immediate work environment |
| Technology | • Follows routine procedures for using digital technology to enter, store and retrieve information directly relevant to role |


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# Unit Mapping Information

Supersedes and is equivalent to BSBDES301 Explore the use of colour.

# Links

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# Assessment Requirements for CUADES301 Explore the use of colour

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- communicate at least two different ideas using colour.

In the course of the above, the candidate must:

- research information on colour and colour theory to inform work
- develop ideas through experimentation with different colours and techniques.
- review completed work and gain feedback on the effectiveness of the way colour has been used.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- colour attributes and colour relationships related to communicating ideas
- colour theories and their application in different contexts
- limitations of colour theory
- materials, tools and equipment required to experiment with colour
- ways other practitioners use colour in communicating ideas.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- office equipment and resources
- materials, resources and equipment needed to apply colour in the applicable work context.


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Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

# Links

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# CUADES302 Explore and apply the creative design process to 2D forms

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Application

This unit describes the skills and knowledge required to explore and creatively apply the design process to the development of two-dimensional (2D) forms. It involves exploring ideas and the creative design process, and communicating different ideas through application of design processes to 2D forms.

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

## Unit Sector

Design – Design Process

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Source information on 2D design | 1.1 Identify and access applicable sources of information on 2D design<br>1.2 Evaluate and collate information on features of 2D design |
| 2. Explore the creative design process for 2D forms | 2.1 Generate different ideas and options for use of 2D design using creative thinking techniques<br>2.2 Explore and challenge different ideas using experimentation of different 2D designs<br>2.3 Challenge assumptions, evaluate ideas and refine approaches<br>2.4 Consciously change perspective, and evaluate |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | ideas and situations in new ways |
| 3. Communicate ideas through application of design processes to 2D forms | 3.1 Investigate and examine how a particular idea might be communicated in 2D<br>3.2 Select materials, tools and equipment applicable to the realisation of idea<br>3.3 Apply a creative design process to produce different 2D idea realisations<br>3.4 Examine own application of design process and success in communicating the idea<br>3.5 Seek and obtain feedback from others about the 2D form and its success in communicating idea<br>3.6 Present and store concept realisations and work samples as required |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Reading | • Interprets textual information from applicable sources to determine and adhere to requirements |
| Writing | • Produces different text types using applicable vocabulary, grammatical structure and referencing conventions |
| Oral Communication | • Participates in verbal exchanges using vocabulary, style and tone applicable to audience<br>• Clarifies understanding using listening techniques |
| Numeracy | • Performs mathematical calculations to produce 2D designs |
| Planning and organising | • Plans and organises required tasks |
| Initiative and enterprise | • Identifies ideas in use in other contexts and considers how they might be applied in own context<br>• Selects new ideas that may improve a process in immediate work context<br>• Evaluates decisions on how well they meet stated goals |
| Self-management | • Takes responsibility for routine low-impact decisions within familiar situations |


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# Unit Mapping Information

Supersedes and is equivalent to BSBDES302 Explore and apply the creative design process to 2D forms.

# Links

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# Assessment Requirements for CUADES302 Explore and apply the creative design process to 2D forms

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- realise at least two different ideas using creative design processes on two-dimensional (2D) forms.

In the course of the above, the candidate must:

- apply creative thinking techniques and experimentation processes based on available resource materials
- review own work and identify one or more areas for future improvements.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- creative thinking techniques that can be used as part of the design process
- elements and principles of design as applied to 2D forms
- materials, tools and equipment required for the design of 2D forms
- ways an individual can interpret and choose ideas within the design process
- common challenges that arise in the design of 2D forms.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- materials, resources and equipment needed to apply design processes to 2D forms.


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Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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# CUADES303 Explore and apply the creative design process to 3D forms

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Application

This unit describes the skills and knowledge required to explore and creatively apply the design process to the development of three-dimensional (3D) forms. It involves exploring ideas and the creative design process, and communicating different ideas through application of design processes to 3D forms.

The unit applies to those who work under supervision and apply an understanding of the design process using discretion and judgement.

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

## Unit Sector

Design – Design Process

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Source information on 3D design | 1.1 Identify and access applicable sources of information on 3D design<br>1.2 Evaluate and collate information on features of 3D design |
| 2. Explore the creative design process for 3D forms | 2.1 Generate different ideas and options for use of 3D design using creative thinking techniques<br>2.2 Explore and challenge different ideas using experimentation of 3D designs<br>2.3 Challenge assumptions, evaluate on ideas and |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | refine approaches<br>2.4 Consciously change perspective, and evaluate ideas and situations in new ways |
| 3. Communicate ideas through application of design processes to 3D forms | 3.1 Investigate and examine how a particular idea might be communicated in 3D form<br>3.2 Select materials, tools and equipment applicable to the realisation of the idea<br>3.3 Apply a creative design process to produce different 3D idea realisations<br>3.4 Examine own application of design process and success in communicating the idea<br>3.5 Seek and obtain feedback from others about the 3D form and its success in communicating idea<br>3.6 Present and store concept realisations or work samples as required |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Reading | • Interprets textual information from applicable sources to determine and adhere to requirements |
| Writing | • Produces different text types using applicable vocabulary, grammatical structure and referencing conventions |
| Oral Communication | • Participates in verbal exchanges using vocabulary, style and tone applicable to audience<br>• Clarifies understanding using listening techniques |
| Numeracy | • Performs mathematical calculations required to produce 3D concept designs |
| Get the work done | • Plans and organises required tasks |
| Initiative and enterprise | • Identifies ideas in use in other contexts and considers how they might be applied in own context<br>• Selects and adopts new ideas to improve a process in immediate work context<br>• Evaluates decisions on how well they meet stated goals |
| Self-management | • Takes responsibility for routine low-impact decisions within |


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| SKILL | DESCRIPTION |
|---|---|
| | familiar situations |

# Unit Mapping Information

Supersedes and is equivalent to BSBDES303 Explore and apply the creative design process to 3D forms.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUADES303 Explore and apply the creative design process to 3D forms

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- realise at least two different ideas using creative design processes on three-dimensional (3D) forms.

In the course of the above, the candidate must:

- apply creative thinking techniques and experimentation processes based on available resource materials
- review own work and identify one or more areas for future improvements.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- creative thinking techniques that can be used as part of the design process
- elements and principles of design as applied to 3D forms
- materials, tools and equipment required for the design of 3D forms
- ways an individual can interpret and choose ideas within the design process
- challenges and issues in the design of 3D forms
- relationships between form and space.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- materials, resources and equipment needed to apply design processes to 3D forms.


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Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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# CUADES304 Source and apply design industry knowledge

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Application

This unit describes the skills and knowledge required to source, apply and update general knowledge of the design industry based on problem solving, aesthetics, materials and processes appropriately used within the design industry. It involves researching information on different features of the industry, applying it to one's own work practice, and remaining up-to-date on industry practices.

It applies to individuals who work under supervision and support the professional design process such as evaluating the nature of design.

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

## Unit Sector

Design – Design Process

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Source and apply information on the structure and operation of design industry | 1.1 Identify and analyse information on the design industry and professional design practice<br>1.2 Inform own design practice and work using knowledge of the design industry<br>1.3 Obtain information on employment obligations and opportunities in the design industry<br>1.4 Apply knowledge of employment obligations and opportunities within day-to-day work activities |
| 2. Seek information on new design | 2.1 Identify sources of information on new technology |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| technology | affecting different areas of design practice<br>2.2 Investigate applicable technologies to assist required work performance |
| 3. Update industry knowledge | 3.1 Identify and use opportunities to update knowledge of the design industry and monitor current issues of concern to the industry<br>3.2 Share updated knowledge with colleagues and peer group as required, and incorporate into day-to-day work activities |
| 4. Apply information on ethical and legal work practices | 4.1 Source information on ethical and legal work practices in the context of design<br>4.2 Share updated knowledge on ethical and legal work practice in day-to-day work activities |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Reading | • Evaluates different texts to determine legislative and regulatory requirements, and current industry practices |
| Writing | • Produces different text types using applicable vocabulary, grammatical structure and referencing conventions |
| Oral Communication | • Presents information using vocabulary, style and tone appropriate to audience |
| Numeracy | • Identifies and comprehends numerical information in different familiar texts |
| Self-management | • Takes some personal responsibility for adherence to legal, ethical and regulatory requirements<br>• Takes responsibility for routine low-impact decisions within familiar situations |
| Planning and organising | • Plans and organises required tasks<br>• Contributes to design of new approaches within immediate work environment |
| Technology | • Completes routine tasks using common digital systems and tools |


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# Unit Mapping Information

Supersedes and is equivalent to BSBDES304 Source and apply design industry knowledge.

# Links

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# Assessment Requirements for CUADES304 Source and apply design industry knowledge

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identify the following for working in the design industry and its application to own work:
  - employment obligations and opportunities
  - new technology
  - ethical and legal work practices.
- participate in at least one open information sharing session with peers
- investigate one or more new technologies and identify how they can affect and assist design output
- identify and participate in at least one activity to maintain currency in design industry trends and practices.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- relationship between design and allied industries design industry
- impact of legislation, including intellectual property, on the design industry
- ethical work practices in the design industry
- current and emerging technologies used within the design industry
- obligations of employers and employees in the design industry
- key organisations that may provide advice or information about the design industry
- sources of information on the design industry and ways of maintaining current industry knowledge.


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# Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- sources of information on industry structure, business practices, technologies, and ethical, legal and intellectual property requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

# Links

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# CUADES305 Source and apply information on the history and theory of design

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Application

This unit describes the skills and knowledge required to source information on design history and theory, and to apply that information in the individual's design work.

It applies to individuals who work in design and need to develop and maintain a general knowledge of design history and theory.

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

## Unit Sector

Design – Design Process

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Collect information on design history and theory | 1.1 Identify and access applicable sources of information on design history and theory<br>1.2 Organise research material and findings for use in design practice, facilitating easy access and cross-referencing |
| 2. Apply information to own area of work | 2.1 Evaluate information in the context of current design practice<br>2.2 Assess which aspects of information on design history and theory could be used or adapted to inform current practice<br>2.3 Apply understanding of own area of work using applicable information in culturally appropriate way |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| 3. Update and maintain knowledge of design trends | 3.1 Identify and use opportunities to update and expand knowledge of design trends and developments<br>3.2 Incorporate and integrate knowledge into design activities |

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Reading | • Identifies, interprets and evaluates information on historical and current design trends from different sources |
| Writing | • Notes findings and sources of information for design knowledge, trends and developments<br>• Documents information for colleagues and peers as requested |
| Oral Communication | • Asks questions and clarifies information, listens to responses and shares ideas with others |
| Self-management | • Understands main tasks, responsibilities and boundaries of own role<br>• Takes responsibility for routine low-impact decisions within familiar situations |
| Planning and organising | • Plans and implements required tasks |
| Initiative and enterprise | • Contributes to new approaches within immediate work environment |
| Technology | • Follows routine procedures for using digital technology to enter, store and retrieve information directly applicable to role |

## Unit Mapping Information

Supersedes and is equivalent to BSBDES305 Source and apply information on the history and theory of design.

## Links

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# Assessment Requirements for CUADES305 Source and apply information on the history and theory of design

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- identify features of the history and theory of design and how they can be adapted and applied to own work.

In the course of the above, the candidate must:

- source and organise research findings on history and theory of design applicable to own work
- identify one or more opportunities to expand on maintain currency of theoretical and design knowledge.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- current design trends in industry contexts applicable to that of one's own work
- evolution of design in industry contexts applicable to that of one's own work
- organisational information practices and their application in industry contexts applicable to that of one's own work
- sources of information on design history and theory applicable to own design work.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- sources of information on applicable industry history and theories of design.



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Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

# Links

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# CUADES411 Generate design solutions

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Application

This unit describes the skills and knowledge required to generate design solutions in response to a particular design need.

The unit applies to those who generate concepts and solutions in response to a design challenge in any industry context. The starting point may be an open or closed brief; a spontaneous idea; modification of an existing product, service, process or system; or a point in an ongoing design process.

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

## Unit Sector

Design – Design Process

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1 Define the design challenge | 1.1 Determine and evaluate stakeholder needs<br>1.2 Clarify specifications, parameters and constraints of the design challenge in consultation with required personnel<br>1.3 Articulate essence of the design challenge in a format that meets stakeholder requirements |
| 2 Undertake research to inform the design solution | 2.1 Source and evaluate information that may assist in responding to the design challenge<br>2.2 Determine historical, current and future perspectives and trends that might inform design solutions<br>2.3 Identify applicable social, economic, environmental, |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | ethical and cultural issues that may impact design solutions<br>2.4 Analyse, distil and collate information to inform the development of the design solution |
| 3 Communicate and collaborate with others | 3.1 Establish and develop working relationships with required personnel<br>3.2 Seek and integrate input and ideas from others during design process<br>3.3 Inform key stakeholders about progress of the design and related implications<br>3.4 Negotiate and agree on any changed requirements or modifications |
| 4 Generate ideas and responses to the design challenge | 4.1 Examine and integrate ideas generated from research and consultation<br>4.2 Generate different options and ideas using creative thinking techniques |
| 5 Select a design solution | 5.1 Evaluate different options and ideas using developed criteria<br>5.2 Select a solution based on agreed criteria and in consultation with required personnel<br>5.3 Adjust and refine proposed design solution based on research, testing and reflection<br>5.4 Present proposed design solution with applicable supporting documentation according to project requirements |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Reading | • Researches, collates and analyses textual information from different sources |
| Writing | • Documents ideas, sources and concepts using applicable formats and specific language<br>• Refines and edits work |
| Oral Communication | • Participates in verbal exchanges of ideas and elicits views and opinions of others using listening and questioning techniques |


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| SKILL | DESCRIPTION |
|---|---|
| | • Clarifies, explains or presents information relating to design solution using clear and specific language applicable for audience |
| Numeracy | • Interprets numeric data and applies mathematical calculations applicable to design solution |
| Self-management | • Understands nature and purpose of own role and associated responsibilities and how it contributes to the work of others in immediate work context<br>• Selects the applicable form, channel and mode of communication for a specific purpose required for own role |
| Teamwork | • Cooperates with others as part of familiar routine activities and contributes to specific activities requiring joint responsibility and accountability |
| Planning and organising | • Takes responsibility for planning and implementing required tasks |
| Problem-solving | • Analyses and evaluates information systematically to aid in decision making and problem solving |
| Initiative and enterprise | • Applies some basic principles of lateral thinking to generate new or innovative ideas |

# Unit Mapping Information

Supersedes and is equivalent to BSBDES401 Generate design solutions.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUADES411 Generate design solutions

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- generate design solutions according to at least two different stakeholder needs.

In the course of the above, the candidate must:

- develop and document a design solution through research, reflection, and generation and refinement of ideas
- apply principles of functionality, ergonomics, aesthetics and sustainability to the development of ideas
- communicate effectively in collaboration with others in the design process.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- elements and principles of design and their application in the applicable design context
- key features of the wider industry, and the economic, social and historical context design solutions are being generated in
- design trends and technologies, including other designs and the work of other design practitioners in the relevant industry context
- sources of information that support the development of technical and other knowledge
- materials, tools, equipment, techniques and processes used in the generation of design solutions in the applicable industry context.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.


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This includes access to:

- interaction with others for the collaborative nature of the design process
- sources of information on design for the applicable industry context.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUADES412 Interpret and respond to a design brief

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Application

This unit describes the skills and knowledge required to interpret and creatively respond to a design brief through the production of work. Individuals are required to integrate the creative, communication and planning processes that support effective response to a design brief.

The unit applies to those who work in any industry or design context where work is prescribed by a commissioning agent/client in a brief. Work is carried out independently, although guidance is available if required.

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

## Unit Sector

Design – Design Process

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1 Interpret design brief | 1.1 Analyse the specifications of design brief<br>1.2 Establish client for the proposed product/service<br>1.3 Identify and clarify specifications, parameters or constraints of design brief in consultation with required personnel<br>1.4 Source and evaluate information pertinent to design brief |
| 2 Explore and develop design concept | 2.1 Generate ideas for design concept through research, exploration and experimentation<br>2.2 Develop initial design concept consistent with design brief parameters<br>2.3 Evaluate and explore options for refining concept that meets |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | design brief parameters<br>2.4 Refine options and select approach which best meets design brief requirements |
| 3 Liaise with client | 3.1 Agree on communication process and frequency of communication with client<br>3.2 Present concepts for work at required stages during design process<br>3.3 Present and explore different options and creative ideas with client when required<br>3.4 Reach agreement on concept for work which complies with design brief |
| 4 Plan production of work | 4.1 Assess specific design production risks<br>4.2 Identify all components required to produce a prototype<br>4.3 Assess technical requirements for production against specified guidelines<br>4.4 Identify and consult with support services required for production<br>4.5 Produce a prototype and evaluate against design brief requirements<br>4.6 Analyse prototype and determine any further adjustments to production requirements<br>4.7 Finalise production specifications supported by required documentation |
| 5 Complete production of work | 5.1 Collect and organise required components for the work<br>5.2 Produce or monitor the production of work and confirm all parameters of design brief are met<br>5.3 Document work progress in format required for the nature of the design and requirements of design brief<br>5.4 Seek client approval for work as required |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Reading | • Analyses textual information and interprets job specifications |
| Writing | • Develops, documents and amends workplace documentation using |


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| SKILL | DESCRIPTION |
|---|---|
| | specific industry-related terminology |
| Oral Communication | • Participates actively in verbal exchanges of ideas and elicits the views and opinions of others using listening and questioning techniques<br>• Clarifies, explains and presents information using clear language |
| Numeracy | • Interprets numeric data and applies mathematical calculations to produce prototype according to design specification |
| Teamwork | • Identifies the requirements of important communication exchanges, selecting applicable channels, format, tone and content to suit purpose and audience<br>• Collaborates and negotiates with others to achieve joint outcomes |
| Self-management | • Takes responsibility for planning and implementing required tasks |
| Problem-solving | • Analyses and evaluates information systematically to aid in decision making and problem solving |
| Initiative and enterprise | • Applies some basic principles of lateral thinking to generate new or innovative ideas<br>• Understands and explicitly applies some basic principles of lateral thinking to generate new or innovative ideas |

# Unit Mapping Information

Supersedes and is equivalent to BSBDES402 Interpret and respond to a design brief.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUADES412 Interpret and respond to a design brief

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- interpret and respond to at least two different design briefs.

In the course of the above, the candidate must:

- articulate and document the process of developing own design practice
- adjust work processes via peer feedback and self-evaluation.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- current and emerging trends and technologies in the design discipline related to the brief described in the performance evidence, and the opportunities and challenges they represent
- sources of information relating to work opportunities and career planning.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- materials, design briefs, resources and equipment used in the development of technical and conceptual skills in the design context described in the performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.


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# Links

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# CUADES413 Develop and extend design skills and practice

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Application

This unit describes the skills and knowledge required to develop and extend skills as a practising designer. It involves obtaining and developing conceptual and technical skills, developing an individual style in these skills and evaluating the use of these skills in own work tasks. Designers must continually refine, develop and evaluate their own conceptual and technical skills. Research, experimentation and collaboration are key factors in this process.

The unit applies to those who work as a designer, in any industry context, either independently or employed by an organisation.

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

## Unit Sector

Design – Design Process

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1 Acquire and develop technical skills | 1.1 Plan strategies for development of applicable technical skills in design practice<br>1.2 Plan and use opportunities to develop and assess technical skills<br>1.3 Identify and use practice, feedback, discussion and evaluation opportunities to continuously improve technical skills<br>1.4 Develop and extend technical skills through testing capabilities of materials, tools and equipment<br>1.5 Identify and use applicable media to stimulate technical and professional development |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| 2 Develop conceptual skills and ideas | 2.1 Engage in ongoing experimentation and exploration of different ideas and techniques<br>2.2 Discuss ideas with others and apply knowledge gained to own work<br>2.3 Stimulate conceptual and technical skills development using studies of others work<br>2.4 Research and share ideas across different design disciplines<br>2.5 Identify and use different opportunities to develop own skills and keep informed about current design practice |
| 3 Develop own voice | 3.1 Explore and experiment with new ideas in making and interpreting design work<br>3.2 Develop own voice and expand practice using technology where required |
| 4 Evaluate own work | 4.1 Seek and apply constructive criticism from others<br>4.2 Evaluate own work against planned strategy for own practice<br>4.3 Evaluate own work in the context of work by others4.4 Adjust work processes and practice as necessary to improve technical, conceptual and commercial outcomes |
| 5 Research work opportunities | 5.1 Identify sources of information relating to work opportunities for designers<br>5.2 Identify networks and promotional opportunities for designers which may be helpful in developing career opportunities<br>5.3 Incorporate research results and information into own work and career planning |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Learning | • Identifies and implements improvements in own creative and technical design skills and practice |
| Reading | • Researches and evaluates a variety of textual information from different sources |
| Writing | • Documents ideas, feedback and research results using clear and specific language |
| Oral | • Participates in different verbal exchanges and presentations using applicable tone and vocabulary to suit the audience |


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| SKILL | DESCRIPTION |
|---|---|
| Communication | • Clarifies and confirms understanding using active listening techniques |
| Self-management | • Determines importance of developing technical skills and of learning from feedback and self-reflection<br>• Broadens areas of interest and focus, seeks new challenges and understands expertise can be adapted and applied in diverse contexts |
| Teamwork | • Cultivates relationships with people with the knowledge, skills and influence to provide collaborative support |
| Planning and organising | • Takes responsibility for planning and implementing required tasks |
| Initiative and enterprise | • Applies basic principles of lateral thinking to generate new or innovative ideas<br>• Recognises potential of new approaches to enhance work practices and outcomes<br>• Evaluates effectiveness of decisions on how well they meet stated goals |
| Problem-solving | • Analyses and evaluates information to aid in decision making and problem solving |
| Technology | • Understands principles and concepts underpinning the design and operation of digital systems and applies these when seeking to understand the potential of new technology |

# Unit Mapping Information

Supersedes and is equivalent to BSBDES403 Develop and extend design skills and practice.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUADES413 Develop and extend design skills and practice

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop and use strategies to develop or extend skills, ideas and a unique voice.

In the course of the above, the candidate must:

- identify adjustments to work processes as a result of peer feedback and self-evaluation
- research work options, networking and promotional opportunities and identify how to incorporate information into own work and career development.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- current and emerging designers in the applicable design discipline
- current and emerging trends and technologies in the applicable design discipline, and the opportunities and challenges they represent
- professional development information and resources available to designers in the applicable design discipline
- sources of information relating to work opportunities and career planning.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- materials, resources and equipment used in the development of technical and conceptual skills in the design context.


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Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUADES423 Research and apply techniques in spatial design

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Application

This unit describes the skills and knowledge required to test and apply techniques for the production of models or maquettes for spatial designs. It involves planning resources required to meet the design brief, testing different approaches based on research and developing prototypes of products that meet brief requirements.

It applies to individuals who generate ideas and solutions for the layout of spaces. Spatial design solutions are required for exhibitions, fit-outs for exterior spaces or environments, and fit-outs for building foyers and offices, special events and theatre sets.

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

## Unit Sector

Design – design process

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Plan and organise requirements | 1.1 Interpret requirements of design briefs in consultation with required personnel<br>1.2 Research financial, physical and human resources required for developing design concept to prototype stage<br>1.3 Investigate environmental, ethical and technical factors that impact on selection and use of resources<br>1.4 Select and prepare resources based on research into designs and approaches used for similar spaces |
| 2. Test design approaches | 2.1 Produce preliminary visuals according to design brief |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | requirements<br>2.2 Experiment and test design approaches using different techniques<br>2.3 Evaluate, challenge and refine testing processes<br>2.4 Critique own work and seek feedback as required<br>2.5 Document outcomes of testing according to organisational policies and procedures<br>2.6 Select final design approach based on outcomes of testing and input from others |
| 3. Make spatial design models | 3.1 Scope work and determine requirements for object fabrication<br>3.2 Select and organise materials, tools and equipment for fabrication according to design approach<br>3.3 Make models consistent with design concepts and briefs<br>3.4 Respond to feedback and refine work as required<br>3.5 Present models or maquettes within agreed timeframes |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Reading | • Evaluates detailed textual and visual information and determines conceptual and production requirements, including applicable legislation and standards |
| Writing | • Documents resources information and outcomes from idea development and testing processes using clear, specific language and industry-related terminology |
| Oral Communication | • Elicits feedback and confirms understanding using questioning and active listening techniques<br>• Selects and uses applicable strategies to respond to feedback and present sample designs to others |
| Numeracy | • Identifies financial needs from information that may be embedded in texts and calculates resource requirements |
| Self-management | • Understands purpose of own role and related responsibility for compliance with applicable legal and ethical requirements and design standards when planning and undertaking design work |


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| SKILL | DESCRIPTION |
|---|---|
| Interact with others | • Collaborates with others and discusses work process and outcomes, elicits feedback and identifies improvements<br>• Selects and uses applicable communication conventions and techniques to respond to feedback and present prototypes to others |
| Planning and organising | • Plans, organises and completes tasks required to meet project and time requirements<br>• Makes a series of analytical decisions about design options and applicable resources required for different design outcomes and their representation, using input from others when required |
| Initiative and enterprise | • Directs own exploration of techniques and processes, and critically evaluates test samples |

# Unit Mapping Information

Supersedes and is equivalent to CUADES403 Research and apply techniques in spatial design.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUADES423 Research and apply techniques in spatial design

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- design two products according to at least two different researched spatial design techniques.

In the course of the above, the candidate must:

- interpret requirements in a design brief in consultation with required personnel
- identify and prepare resources required to respond to the design brief
- test and use different approaches and techniques for the design of products, and document the results of testing
- create a prototype based on selected design approach
- adhere to applicable standards and legislative requirements for spatial design.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- factors that impact on the selection and use of resources when researching and applying techniques in spatial design
- materials, tools and equipment, and their capabilities and application to spatial design and manufacture
- role of experimentation and testing in the design process
- techniques and processes used to test design approaches
- legislation and standards relevant to spatial design.


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# Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- spatial design briefs
- equipment, tools and materials used to produce models or maquettes of spatial designs
- a suitable work space.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUADES511 Implement design solutions

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Application

This unit describes the skills and knowledge required to take a design concept or solution to the implementation stage. It involves confirming the proposed solution, gathering resources required to implement the solution, testing the solution and developing a prototype, and presenting the prototype to required personnel.

The unit applies to those who work as a designer, in any industry context, either independently or employed by an organisation.

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

## Unit Sector

Design – Design Process

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Organise resources for realising the design solution | 1.1 Confirm nature and scope of the proposed design solution<br>1.2 Research resources required for developing the design concept to implementation stage<br>1.3 Investigate different factors impacting the selection and use of resources<br>1.4 Select and prepare resources based on research and other legislative or organisational requirements |
| 2. Test the design solution | 2.1 Experiment with the design solution using different techniques and processes<br>2.2 Evaluate, challenge and refine testing processes |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 2.3 Gain input and feedback from required personnel during testing<br>2.4 Document outcomes of testing according to organisational and design solution requirements<br>2.5 Select final design solution based on outcomes of testing and input from others |
| 3. Develop prototype | 3.1 Create prototype based on agreed approaches<br>3.2 Select and organise materials, tools and equipment according to chosen design solution as required<br>3.3 Expose model to quality checks and ongoing analysis, enhancement and refinement<br>3.4 Compare completed prototype against identified needs and other considerations and make adjustments as required |
| 4. Present prototype or model | 4.1 Identify required personnel design should be presented to<br>4.2 Select format for presentation based on nature of audience and design<br>4.3 Present prototype and optimise clarity, conciseness and appeal |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Reading | • Researches and interprets textual information from different sources |
| Writing | • Documents research, resource requirements and testing outcomes using applicable language and formats |
| Oral Communication | • Participates in different verbal exchanges and presentations using tone and vocabulary to suit audience<br>• Gains input and feedback using active listening and questioning techniques |
| Numeracy | • Interprets and applies numeric information applicable to design solution<br>• Compares numerical data gathered from testing |
| Self-management | • Understands and adheres to organisational policies, procedures and legislative requirements during planning and implementation of design solution |


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| SKILL | DESCRIPTION |
|---|---|
| Teamwork | • Takes audience, purpose and contextual factors into account when making decisions about what to communicate, with whom, why and how |
| Planning and organising | • Sequences and schedules routine and complex activities, monitors implementation, and manages required communication |
| Initiative and enterprise | • Makes different critical and non-critical decisions in relatively complex situations, taking client requirements and different into account<br>• Creates new and innovative ideas through exploration, analysis and critical thinking |
| Problem-solving | • Applies formal problem-solving processes when responding to unpredictable issues and challenges that arise during the testing process |

# Unit Mapping Information

Supersedes and is equivalent to BSBDES501 Implement design solutions.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUADES511 Implement design solutions

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- implement solutions according to at least two different designs.

In the course of the above, the candidate must:

- undertake critical analysis, testing and development of a prototype or aspect of a design solution to meet an identified need
- present prototype to required personnel using applicable best practice methods.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- elements and principles of design and their application in the applicable design context
- key features of the wider industry, with economic, social and historical context for the design solution
- design trends and technologies including other designs and the work of other design practitioners in the applicable design context
- sources of information that support the development of technical and other knowledge in the applicable design context
- technical expertise, resources, materials, tools, equipment, techniques and industry processes required for the area the design solutions are being implemented in.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:


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- other people to discuss the collaborative nature of the design process
- resources required to test a design solution in a given industry context including materials, tools, equipment and expertise.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUADES512 Establish, negotiate and refine a design brief

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Application

This unit describes the skills and knowledge required to work proactively with a client or commissioning organisation to develop and negotiate a design brief. It involves determining design requirements with stakeholders, developing and refining the design brief and finalising the terms and conditions of the brief.

It applies to individuals working in any industry or design context where the designer plays a key role in determining the scope and nature of work required. Establishment, negotiation and refinement of a design brief requires the integration of highly-developed creative thinking, communication and planning skills in a process that may not be linear. Adaptability and effective responses to change and new ideas are crucial.

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

## Unit Sector

Design – Design Process

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Establish design requirements | 1.1 Identify and make contact with required stakeholders for the design project, in addition to the client<br>1.2 Identify and source information and references required for design project<br>1.3 Undertake critical analysis of sources and extract key information to inform the design project<br>1.4 Determine overall objectives and parameters for design project in |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | collaboration with client and other key stakeholders<br>1.5 Seek, review and act on information needed to inform constructive communication with client |
| 2. Develop and refine design brief | 2.1 Develop concepts and ideas for inclusion in design brief<br>2.2 Undertake own analysis of concept and challenge ideas and approaches taken<br>2.3 Present ideas in applicable format/medium and discuss, debate and critically analyse in collaboration with key stakeholders<br>2.4 Re-evaluate and refine options based on own analysis and discourse with others<br>2.5 Establish and agree on final nature and scope of design brief with client and document details according to organisational policies, procedures and standards |
| 3. Negotiate terms and conditions | 3.1 Negotiate and agree terms and conditions of brief in accordance with applicable organisational and professional standards<br>3.2 Clarify, agree and document roles and responsibilities of those involved in the project<br>3.3 Confirm agreements in writing in accordance with organisational policies and procedures<br>3.4 Identify the need for specialist advice when developing formal agreements or contracts, and seek required assistance |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Reading | • Identifies and interprets textual information from various sources |
| Writing | • Develops different documents using applicable vocabulary, context and formatting for different audiences |
| Oral Communication | • Participates in discussions and elicits views of others using questions and listening techniques<br>• Presents ideas and seeks feedback from others using applicable tone, vocabulary and language structures |
| Numeracy | • Interprets and applies numeric information applicable to design brief |
| Self-management | • Identifies and adheres to organisational policies and procedures, industry standards and legislative requirements during planning and |


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| | |
|---|---|
| | design of design solution |
| Teamwork | • Seeks information from stakeholders using applicable communication conventions and protocols<br>• Uses a range of collaborative techniques to clarify and refine ideas and negotiate agreeable outcomes with others<br>• Clarifies and refines ideas and negotiates agreeable outcomes with others using different collaborative techniques |
| Planning and organising | • Sequences and schedules complex activities, monitors implementation, and manages required communication |
| Problem-solving | • Applies formal problem-solving processes when responding to unpredictable issues and challenges that arise during the testing process |
| Initiative and enterprise | • Makes different critical and non-critical decisions in complex and non-complex situations, taking client and organisational requirements and possible constraints into account<br>• Generates new and innovative ideas and concepts through exploration, analysis and critical thinking |

# Unit Mapping Information

Supersedes and is equivalent to BSBDES502 Establish, negotiate and refine a design brief.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUADES512 Establish, negotiate and refine a design brief

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop and finalise at least two different design briefs for a specific industry purpose.

In the course of the above, the candidate must:

- identify and establish brief requirements with client and key stakeholders.
- determine and include the following information and references to the design brief:
  - legislative and regulatory context
  - financial and budgetary information
  - organisational materials
  - technical reports and data
  - schedules and timelines
- participate in a discussion to clarify, negotiate and agree on terms and conditions.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legal issues that affect negotiations and contracts in the applicable work context
- the design process within the specific industry context/design discipline
- scope, nature and potential variations that occur within design briefs applicable to a specific context
- sources of information to assist the development of design concepts within a specific industry context.


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# Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- required equipment and media to communicate and present ideas
- sources of information relevant to industry context
- interaction with others to reflect the collaborative nature of the work, and communication and negotiation skills required.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUADES611 Manage design realisation

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Application

This unit describes the skills and knowledge required to manage the process of taking a design from concept to final realisation or production. It involves planning the realisation of designs, managing the implementation of the design and managing different stakeholders throughout the completion of the realisation process.

It applies to individuals working in any industry context or design discipline who take responsibility for turning design concept into reality – a product or service of value to the end-user. This person could be an individual designer-maker or a designer working as part of a larger design/production team.

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

## Unit Sector

Design – Design Process

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Plan realisation of design | 1.1 Collect, analyse and maintain required information on the design<br>1.2 Discuss and agree on standards of work and monitoring requirements with required personnel<br>1.3 Develop plan and schedule realisation that meets design requirements<br>1.4 Incorporate key roles and responsibilities linked to timelines and budget in plan |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| 2. Implement and monitor realisation of design | 2.1 Organise and allocate resources according to design requirements<br>2.2 Confirm obligations and quality standards are met according to design requirements<br>2.3 Maintain accurate, applicable and complete documentation in accordance with agreed standards<br>2.4 Monitor process through challenging and interrogating own design work<br>2.5 Confirm integrity of design is maintained at all times<br>2.6 Identify difficulties and problems that arise in relation to realisation of design and take action to rectify situation |
| 3. Liaise and negotiate with stakeholders | 3.1 Establish and maintain applicable communication channels with required personnel<br>3.2 Seek and provide information to required personnel according to design requirements<br>3.3 Assess adherence to agreed terms and conditions and negotiate changes in light of changed circumstances as required<br>3.4 Negotiate and agree on revisions with required parties according to organisational policies and procedures |
| 4. Complete design process | 4.1 Finalise design outcomes in accordance with terms and conditions<br>4.2 Seek feedback from required personnel on finished design and make final adjustments as agreed<br>4.3 Evaluate completed design in relation to own work and overall process |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Reading | • Collates and analyses textual information from different sources applicable to the design realisation |
| Writing | • Produces documentation using applicable structure, language and context to articulate own ideas and positions |
| Oral Communication | • Articulates clearly using specific language and applicable tone to convey information |


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| SKILL | DESCRIPTION |
|---|---|
| | • Confirms understanding using active questioning and listening techniques |
| Numeracy | • Interprets and uses numeric information in budgets and to determine work schedules |
| Self-management | • Works independently and collectively within broad parameters, with a sense of responsibility and ownership of plans, decisions and outcomes<br>• Adheres to organisational policies and procedures |
| Teamwork | • Takes audience, purpose and contextual factors into account when making decisions about what to communicate, with whom, why and how<br>• Fosters a collaborative culture within own sphere of influence, facilitating a sense of cohesion and commitment |
| Planning and organising | • Takes responsibility for planning and organising tasks to meet workplace deadlines, including those tasks that require liaison with other people |
| Initiative and enterprise | • Analyses how variables impact outcomes using different experiences |
| Problem-solving | • Applies formal problem-solving processes when responding to unpredictable issues and challenges that arise during the design process |

# Unit Mapping Information

Supersedes and is equivalent to BSBDES601 Manage design realisation.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUADES611 Manage design realisation

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- manage the realisation of at least two different designs.

In the course of the above, the candidate must:

- adhere and monitor brief requirements that include:
  - standards, timeframes and budgets
  - technical feasibility
- develop a plan and schedule for design realisation
- participate in a discussion to clarify, negotiate and agree on terms and conditions of design realisation.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key responsibilities of required personnel in the design realisation context
- best practices when dealing with setbacks in the production process
- organisational policies and procedures applicable to realising designs
- production processes in a particular industry context or discipline including required materials, tools and equipment.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:


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- resources, tools, materials and equipment required for realising a design in a specific context
- a design concept that the candidate can take to realisation stage
- other people to reflect the collaborative nature of the work.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUADES612 Research global design trends

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Application

This unit describes the skills and knowledge required to research and critically evaluate global design trends. It involves research and analysis of information and ideas at a complex level, and the evaluation and extension of the individual's professional skills.

It applies to individuals who need to maintain a current and comprehensive knowledge of global design trends to inform their own professional practice. Although predominantly for designers, this unit may also be applicable to those who work in related management, marketing and production areas.

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

## Unit Sector

Design – Design Process

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Research design trends | 1.1 Analyse and select formal and informal research strategies and source information on global design trends<br>1.2 Identify and explore new and alternative sources of information<br>1.3 Evaluate the credibility of information gathered and confirm research scope is sufficiently broad |
| 2. Analyse design trends to inform own practice | 2.1 Challenge and extend own perspectives and ways of thinking using researched information<br>2.2 Examine and assess implications and consequences of |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | design trends on own work<br>2.3 Identify creative and commercial opportunities presented by emerging trends and technologies using critical analysis<br>2.4 Develop systems to identify and respond to opportunities |
| 3. Develop and articulate positions and ideas | 3.1 Develop substantiated positions and ideas on global design trends<br>3.2 Generate informed discussion, debate and critical analysis with peers and colleagues<br>3.3 Challenge and refine own positions using debate and feedback |
| 4. Extend own design skills | 4.1 Identify and use opportunities presented by research to extend own design skills<br>4.2 Re-evaluate and refine approaches to work in the context of current and emerging trends<br>4.3 Improve skills continuously using practice, discussion and ongoing evaluation |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Learning | • Plans and implements strategies to improve and extend own knowledge and skills |
| Reading | • Analyses and synthesises complex and varied information from different sources |
| Writing | • Documents methods for identifying future opportunities using vocabulary and structure applicable to context and purpose |
| Oral Communication | • Elicits the views others by participating in critical discourse and debate on conceptual and technical design trends<br>• Gains input and feedback using active listening techniques |
| Self-management | • Keeps abreast of trends and issues<br>• Appreciates the world of work is dynamic, with changing needs and priorities, and that career development is not a linear process that can be closely controlled |
| Planning and organising | • Takes responsibility for planning and organising tasks required to conduct required research, including how to link with the work of others |


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| SKILL | DESCRIPTION |
|---|---|
| Initiative and enterprise | • Keeps abreast of innovations and good practice beyond own context, borrowing, adapting, combining and redesigning for own purposes<br>• Evaluates outcomes using reflection and feedback from others |
| Technology | • Identifies digital systems, devices and applications with potential to meet current and future needs |

# Unit Mapping Information

Supersedes and is equivalent to BSBDES602 Research global design trends

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUADES612 Research global design trends

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- conduct research on at least three different global design trends.

In the course of the above, the candidate must:

- document the analysis, critique and synthesis of complex sources to develop own positions and ideas
- collaborate with others at least once during the research process to present and refine own positions and ideas
- identify at least two opportunities to refine own design skills in the context of current and emerging trends.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- broad global design trends that apply to all design disciplines
- business implications and consequences of adopting trends and emergent technologies
- research methodologies and options applicable to researching global design trends
- sources of information on global design, design trends and broader references that may inform emerging and innovative design practice
- current and emerging design technologies and trends at a global level in at least one area of design.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.


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This includes access to:

- sources of information required to research global design trends
- technology required to conduct research
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUADIG303 Produce and prepare photo images

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Application

This unit describes the skills and knowledge required to prepare photo images for integration into an interactive media sequence or product.

It applies to individuals who produce a variety of photo images for production of virtual worlds, from digital still composition to panoramas. They work closely with a programmer or interactive media author and may offer technical advice and support to a team.

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

## Unit Sector

Visual Communication – Digital Content and Imaging

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Use scanner to capture photo images | 1.1 Source and identify appropriate photographic images according to requirements of photographic project brief<br>1.2 Discuss selection of images with relevant personnel, and check compliance with copyright conditions<br>1.3 Assess scanner features to confirm quality outcomes will meet brief requirements<br>1.4 Operate scanner according to manufacturer’s specifications |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 1.5 Use appropriate scanner settings to ensure image output meets production requirements<br>1.6 Transfer and store photographic image files to a computer using standard naming conventions |
| 2. Use digital camera to create photo images | 2.1 Clarify photographic project brief with relevant personnel<br>2.2 Assess digital camera features to ensure outcome will meet requirements of brief<br>2.3 Plan camera shots, taking into account lighting, framing, composition and other relevant factors<br>2.4 Load and operate digital camera according to manufacturer's specifications<br>2.5 Consider digital camera focus, exposure and shutter speed to ensure image capture meets production requirements<br>2.6 Check photographic images meet brief requirements<br>2.7 Transfer and store photographic image files to a computer using standard naming conventions |
| 3. Edit photo images | 3.1 Load digital imaging software and import photo image source files<br>3.2 Adopt safe ergonomic practices when using screens and keyboards for extended periods of time<br>3.3 Manipulate and save digital images using designated digital imaging software<br>3.4 Create photo images that incorporate visual design and communication principles<br>3.5 Evaluate outcome for visual impact, effectiveness and fitness for purpose<br>3.6 Confirm images meet project requirements with relevant personnel |
| 4. Prepare photo image assets | 4.1 Save files in appropriate output format to meet platform requirements<br>4.2 Assign metadata tags if required<br>4.3 Group files logically in a folder system using standard naming conventions<br>4.4 Store files in share drive or repository for production team access |


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# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Reading | 1.1, 1.4-1.6, 2.4-2.7, 4.1, 4.3 | • Interprets textual information to follow equipment operation and project requirements |
| Writing | 1.6, 2.7, 4.1-4.3 | • Selects the vocabulary and conventions appropriate to text for naming files |
| Oral Communication | 1.2, 2.1, 3.6 | • Uses listening and questioning techniques to discuss project brief and to confirm outcomes<br>• Uses descriptive and technical language to participate in oral exchanges |
| Navigate the world of work | 1.2, 3.2 | • Complies with legislative requirements |
| Interact with others | 1.2, 2.1, 3.6 | • Uses appropriate communication practices and protocols to confirm requirements and present images |
| Get the work done | 1.1, 1.3-1.6, 2.2-2.7, 3.1, 3.3-3.6, 4.1-4.4 | • Takes responsibility for logically planning and producing photo images according to design briefs and visual design principles<br>• Makes decisions directly related to task completion<br>• Utilises a range of features within digital cameras, scanners and digital imaging software to create and store photo images |

# Unit Mapping Information

| Code and title current version | Code and title previous version | Comments | Equivalence status |
|---|---|---|---|
| CUADIG303 Produce and prepare photo images | CUFDIG303A Produce and prepare photo images | Updated to meet Standards for Training Packages. Minor edits to performance criteria. | Equivalent unit |


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUADIG303 Produce and prepare photo images

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Performance Evidence

Evidence of the ability to:

- use a scanner and digital camera to capture images that satisfy project briefs
- use digital imaging software and techniques, design and communication principles to produce images that meet project requirements
- save and store files according to requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe the features of a digital camera that are essential for creating images to the required standard
- outline the basic techniques used to compose camera shots
- explain how visual design and communication principles are are relevant to photography
- explain safe work practices in relation to working on computers for periods of time
- explain the procedure for checking copyright clearance.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- a scanner and digital camera
- digital imaging software
- project briefs
- information or manuals about operating equipment.


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Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUADIG304 Create visual design components

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Application

This unit describes the skills and knowledge required to create visual designs for interactive media components that can be integrated into a range of media products.

It applies to individuals who generate and assess ideas to create visual design components in response to specifications under supervision in a team environment.

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

## Unit Sector

Visual Communication – Digital Content and Imaging

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Clarify work requirements | 1.1 Clarify visual design components required in the project brief, in consultation with relevant personnel<br>1.2 Identify project timelines and discuss factors that may determine or affect visual design concepts<br>1.3 Clarify, in discussion with relevant personnel, the target user or audience, and determine format and delivery platform |
| 2. Generate and assess ideas | 2.1 Research media products, designs, images, artwork and other creative sources that may inspire visual design ideas |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 2.2 Develop a range of visual design ideas that are technically feasible, respond to project specifications and provide creative solutions to design issues<br>2.3 Present and review visual design ideas with relevant personnel |
| 3. Develop design concept | 3.1 Experiment with traditional and digital methods to create required visual design components<br>3.2 Explore a range of typographical and visual design elements to create components<br>3.3 Evaluate initial design ideas with relevant personnel to select final design concept<br>3.4 Confirm design concept complies with copyright laws<br>3.5 Check output format meets delivery platform requirements<br>3.6 Adopt safe ergonomic practices when using equipment for long periods of time |
| 4. Produce components | 4.1 Develop components based on the final design concept using various design techniques<br>4.2 Apply visual design principles and communication principles to produce components that have high visual impact<br>4.3 Save components in an appropriate format according to project specifications |
| 5. Finalise visual design components | 5.1 Review visual design components against design and technical specifications<br>5.2 Discuss and confirm additional requirements or modifications with relevant personnel, and make amendments as required<br>5.3 Save and archive visual design components using industry or enterprise naming conventions and version control protocols |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Reading | 2.1, 3.1, 3.2, 3.3, | • Reviews and researches creative source material to generate ideas |


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| | | |
|---|---|---|
| | 4.1, 4.3, 5.1, 5.2, 5.3 | • Checks that output meets requirements<br>• Locates correct folders for storing electronic data |
| Writing | 2.2, 3.1, 3.2, 4.1, 4.3, 5.2, 5.3 | • Prepares information to accompany design components<br>• Names files according to requirements |
| Oral Communication | 1.1-1.3, 2.3, 3.3, 4.3, 5.2 | • Participates effectively in spoken interactions using active listening and questioning to confirm and clarify understanding |
| Navigate the world of work | 3.4, 3.6 | • Complies with legislative requirements |
| Interact with others | 1.1-1.3, 2.3, 3.3, 4.3, 5.2 | • Collaborates with relevant personnel to ensure that end result meets requirements |
| Get the work done | 1.1-1.3, 2.1-2.3, 3.1-3.3, 3.5, 4.2, 4.3, 5.1-5. | • Takes responsibility for planning and producing design components according to project requirements and design principles<br>• Makes decisions directed related to completion of tasks<br>• Uses experimentation to develop new or innovative design approaches<br>• Selects and uses appropriate software to conceive, produce, store and present visual design components |

# Unit Mapping Information

| **Code and title current version** | **Code and title previous version** | **Comments** | **Equivalence status** |
|---|---|---|---|
| CUADIG304 Create visual design components | CUFDIG304A Create visual design components | Updated to meet Standards for Training Packages. Minor edits to elements and performance criteria. | Equivalent unit |

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUADIG304 Create visual design components

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Performance Evidence

Evidence of the ability to:

- explore and experiment with design techniques and visual design and communication principles to produce ideas and concepts for visual design components
- use design techniques to create visual design components that respond effectively to a project brief
- present and discuss ideas, concepts and designs with relevant personnel
- save and archive files using standard industry or enterprise naming conventions.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe differences between traditional and digital methods in creating visual images, and advantages and disadvantages of each
- describe visual design, typographic and communication principles used to construct visual design components
- explain safe work practices in relation to working on computers for periods of time
- explain the procedure for checking copyright clearance.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- project briefs
- relevant software


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- manuals and information to support software.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUADIG517 Design digital simulations

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 5.0. |

## Application

This unit describes the skills and knowledge required to research, plan and design drafts for digital simulations of real-world environments and processes.

The unit applies to those who work closely with subject experts to develop virtual environments for fields including architecture, science and engineering, medicine, conservation and manufacturing. They may also collaborate with programmers and software authors so the simulation is technically achievable.

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

## Unit Sector

Visual communication – Digital content and imaging

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify project requirements | 1.1 Confirm objectives and desired outcomes of project brief in consultation with required personnel<br>1.2 Identify target audience and determine format and delivery platform of simulations in discussion with required personnel |
| 2. Research and plan approach | 2.1 Investigate real world environment to be simulated and determine technical parameters that may be required<br>2.2 Evaluate designs and other information that may assist modelling real world environment<br>2.3 Determine performance objectives, task complexity and user skill levels |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 2.4 Determine required depth of physical and functional fidelity that meets production requirements<br>2.5 Research and identify applicable simulation authoring tools<br>2.6 Discuss ideas and solutions in collaboration with required personnel |
| 3. Draft simulation design documents | 3.1 Identify processes that determine functional behaviour of simulation and specify how this behaviour is represented by control objects<br>3.2 Define underlying functionality in model that specifies essential settings, states, conditions and parameters<br>3.3 Specify user interface controls that enable user interaction with simulation<br>3.4 Identify critical impacts, alerts or costs for incorrect user operation<br>3.5 Specify sequencing of difficulty levels, if required<br>3.6 Confirm proposed simulation is technically feasible in consultation with required personnel<br>3.7 Present clear and detailed draft simulation design specifications for discussion and feedback with required personnel<br>3.8 Outline positive and negative feedback from user responses when interacting with simulations, and adjust as required |
| 4. Finalise simulation design documents | 4.1 Review designs against desired project outcomes and objectives<br>4.2 Review designs against creative, technical and intellectual property requirements<br>4.3 Adjust design specifications as necessary after discussions with required personnel<br>4.4 Archive user interface controls |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Oral communication | • Participates effectively in spoken interactions using language and features applicable to audience<br>• Confirms project requirements and elicits feedback using questioning and listening strategies<br>• Communicates with audience using industry standard practices and protocols |


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| SKILL | DESCRIPTION |
|---|---|
| Reading | • Interprets and comprehends familiar and unfamiliar technical, descriptive, and legal textual information |
| Writing | • Documents information using correct formatting procedures, and uses specialised vocabulary when drafting design documents<br>• Accurately incorporates modifications and user feedback in specification documentation |
| Initiative and enterprise | • Integrates prior knowledge with new technical research and feedback from required personnel<br>• Ensures design integrity remains and continually generates and evaluates design ideas<br>• Makes decisions that impact on entire project |
| Planning and organising | • Takes responsibility, coordinates and plans tasks and ensures project requirements met<br>• Ensures project is continually assessed and evaluated |
| Self-management | • Adheres to legislative requirements related to intellectual property |
| Teamwork | • Works collaboratively with production personnel throughout all stages of project |
| Technology | • Assists with design tasks using digital tools |

# Unit Mapping Information

Supersedes and is equivalent to CUADIG507 Design digital simulations.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUADIG517 Design digital simulations

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- design at least two examples of digital simulations according to different project briefs.

In the course of the above, the candidate must:

- research and generate ideas for technically feasible simulations that meet target audience requirements
- develop draft design specifications for digital simulations that are clear, detailed and technically feasible
- review and seek feedback from required personnel and produce final design specifications.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- typical formats and documentation for presenting simulation designs
- strategies to evaluate designs and respond to feedback to improve designs
- technical parameters of digital simulations, including:
  - algorithms
  - rules
  - laws
  - physical & mathematical formulae
- authoring tools used for digital simulations
- user interfaces used for digital simulations
- ways that technical parameters represent real world processes
- common delivery platforms of simulations
- how intellectual property rights are managed in design of digital simulations.


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# Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- briefs for digital simulations on which designs can be based
- access to real-world environments to be simulated
- facilities and resources to develop design simulations
- interaction with others required to demonstrate the performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUADIG519 Investigate technologies for the creation of digital art

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Application

This unit describes the skills and knowledge required to further application of technologies in own creative practice. It involves researching different technologies, exploring them in-depth and applying different technologies to one's own work.

The unit applies to those who produce creative digital media work or integrate digital and traditional media. Their technology exploration is conducted independently with mentoring and guidance as required.

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

## Unit Sector

Visual Communication – Digital Content and Imaging

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Research digital technologies | 1.1 Evaluate current, emerging and experimental digital technologies and equipment applicable to artistic practice<br>1.2 Research the capabilities of different digital technologies and equipment to achieve different effects<br>1.3 Determine cost and supply issues for different technologies and equipment |
| 2 Select digital technologies for in-depth exploration | 2.1 Assess the creative and professional opportunities offered by different technologies<br>2.2 Determine limitations and constraints of different |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | technologies<br>2.3 Discuss the characteristics and opportunities of different digital art technologies with required personnel<br>2.4 Select technologies that suit own artistic practice and apply according to safety requirements |
| 3 Integrate technologies into own work | 3.1 Experiment with technologies to challenge and extend their capabilities for use in own artistic works<br>3.2 Develop own ways of working with technologies to achieve desired outcomes |
| 4 Manage digital technologies in professional practice | 4.1 Establish systems to maintain currency of knowledge of digital art technologies<br>4.2 Maintain the quality and life of equipment and consumables through required handling and storage procedures |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Reading | • Interprets technical information and specifications for application to creative work |
| Writing | • Records technical and numerical information related to job requirements and outcomes |
| Oral Communication | • Participates in detailed discussions about digital technologies with required personnel using clear language and related industry terminology<br>• Gathers information and confirms understanding using careful listening and questioning techniques |
| Numeracy | • Assesses costs of digital resources |
| Self-management | • Maintains industry knowledge required to perform role<br>• Meets workplace expectations to use equipment and consumables responsibly to minimise waste, repair or replacement |
| Initiative and enterprise | • Evaluates research findings to inform analytical decisions about selection of digital technologies for exploration |
| Technology | • Implements organisational systems to keep up with changes in digital technologies |


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| SKILL | DESCRIPTION |
|---|---|
| | • Recognises the potential of new approaches in use of digital systems and tools and incorporates exploratory and experimental strategies into own work to achieve desired outcomes |

# Unit Mapping Information

Supersedes and is equivalent to CUADIG509 Investigate technologies for the creation of digital art.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUADIG519 Investigate technologies for the creation of digital art

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- investigate at least two different technologies for the creation of digital art.

In the course of the above, the candidate must:

- research, experiment with and integrate technologies to create at least two individual styles of digital art
- use and adapt technologies in ways that support coherence of own creative works.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- ways in which different digital technologies and processes are used, adapted, combined and challenged by professional artists in contemporary practice
- cost and supply parameters issues for different technologies and types of equipment to support professional practice
- storage requirements and options for different materials used in digital work
- ways to remain informed of changes in digital art technologies
- key safety requirements for digital technologies in an art context.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- tools, equipment and materials required for exploring technologies for the creation of digital art


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- applicable information sources.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUADRA201 Develop drawing skills

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Application

This unit describes the skills and knowledge required to use a limited range of basic drawing techniques to produce fundamental drawings from simple ideas. This unit relates to drawing as an art form and differs from units that focus on drawing as a visual representation tool.

It typically applies to individuals who have developed some general design or drawing skills and who are now embarking on a career in visual arts. They have little or no experience in drawing and work under close supervision and with guidance from others.

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

## Unit Sector

Visual communication – drawing

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare drawing resources | 1.1 Calculate and obtain type and quantity of drawing equipment, tools and materials according to own selected ideas for the work<br>1.2 Prepare equipment, tools and materials according to procedures for workplace safety, cost control and waste minimisation<br>1.3 Set up a safe work space with guidance from key people |
| 2. Use and test drawing | 2.1 View a range of drawings in different styles, and discuss with |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| techniques | key people how effects are achieved<br>2.2 Match potential techniques to ideas for own drawings with assistance from key people<br>2.3 Test a range of techniques to determine the effects they achieve through experimentation with samples, practice pieces or work in progress<br>2.4 Use selected techniques to produce fundamental drawings, considering and applying elements and principles of design<br>2.5 Clean and store equipment, tools, and materials according to specific needs of different items<br>2.6 Handle equipment, tools and materials safely and minimise waste throughout all processes |
| 3. Review work to develop skills | 3.1 Review own drawings and note areas for future improvement<br>3.2 Seek and consider feedback from key people to identify areas for improvement<br>3.3 Review different opportunities to build own skills and select suitable options |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Learning | 3.3 | • Plans a learning process to build own skills |
| Reading | 1.2 | • Interprets detailed information from familiar procedural documents to determine production and safety requirements |
| Oral Communication | 1.3, 2.1, 2.2, 3.2 | • Clearly explains ideas for designs and techniques using relevant industry language<br>• Uses questioning and active listening techniques to gain information and feedback and confirm understanding |
| Numeracy | 1.1, 1.3, 2.4 | • Uses basic calculations to determine quantities of materials, measure dimensions of work space and drawings |


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| | | |
|---|---|---|
| Navigate the world of work | 1.2, 1.3, 2.4, 2.6 | • Follows defined procedures and legislative requirements, understands boundaries of own work and skill, and seeks clarification and guidance on all issues |
| Interact with others | 1.3, 2.1, 2.2, 3.2 | • Seeks guidance and cooperates with instructions and advice from others to achieve best outcomes for own creative work |
| Get the work done | 1.1-1.3, 2.1-2.4 | • Organises all processes to set up work space, test techniques and produce creative work with close guidance from others<br>• Makes routine decisions using procedures to guide activities<br>• Makes decisions about appropriate techniques by evaluating and testing a limited range of known options with assistance from others<br>• Resolves problems with technique through trial, error and practice |

# Unit Mapping Information

| **Code and title current version** | **Code and title previous version** | **Comments** | **Equivalence status** |
|---|---|---|---|
| CUADRA201 Develop drawing skills | CUVDRA201A Develop drawing skills | Updated to meet Standards for Training Packages and clarify intent. | Equivalent unit |

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUADRA201 Develop drawing skills

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Performance Evidence

Evidence of the ability to:

- produce multiple fundamental drawings where the materials and techniques support own ideas for work
- document a basic plan to build own skills, outlining own selected skill development options.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe the general features of major styles of drawing and the work of key practitioners relevant to individual area of interest
- outline, for the elements and principles of design, the fundamental characteristics, primary interrelationships and use in fundamental drawings
- outline, for a range of equipment and tools used to produce drawings, key physical features and uses, cleaning techniques and storage requirements
- outline the general features and use of a basic range of materials and techniques used to produce fundamental drawings
- outline typical work space requirements for producing fundamental drawings including ways of organising space and equipment for efficient work operation
- outline procedures for working safely with drawing materials, tools and equipment.


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# Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- equipment, tools and materials used to produce drawings
- relevant information sources.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUAILL401 Develop and refine illustrative work

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Application

This unit describes the skills and knowledge required to work with a brief to create illustrations through a process of testing design approaches and illustration techniques.

It applies to illustrators who are still developing a full repertoire of professional skills and an individual style. They work with limited supervision and guidance as required. Illustrators may be employees or work on a freelance basis.

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

## Unit Sector

Visual communication – illustration

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Interpret briefs for illustrative work | 1.1 Interpret the specifications of illustration briefs<br>1.2 Discuss and clarify issues about specifications, parameters and constraints with relevant people as required<br>1.3 Evaluate client requirements to make decisions about style and content of illustrative work<br>1.4 Source and evaluate information pertinent to briefs |
| 2. Organise resources | 2.1 Calculate, select and organise equipment, tools and materials |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | based on the requirements of the work<br>2.2 Set up a safe and efficient workspace<br>2.3 Prepare, maintain, store and dispose of all resources according to each item's needs and according to workplace procedures |
| 3. Test design approaches for illustrative work | 3.1 Produce preliminary visual representations that take account of intellectual property requirements<br>3.2 Identify possible illustrative approaches and establish criteria, in line with the brief, for selecting final approach<br>3.3 Experiment with different illustrative techniques to test a range of approaches that will best communicate ideas required by the brief<br>3.4 Evaluate testing processes against criteria and select approach that best meets requirements of briefs<br>3.5 Critique own work for conceptual success and technical execution and seek feedback, as required<br>3.6 Refine and accurately document the illustrative approach based on testing processes |
| 4. Produce finished illustrative work | 4.1 Create illustrations using techniques selected from experimentation and testing, considering and applying elements and principles of design<br>4.2 Review and refine ideas and approaches based on ongoing experience with production of own work<br>4.3 Seek and consider feedback from key people to refine illustrative work as required<br>4.4 Present finished work within agreed work parameters |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Reading | 1.1, 1.4 | • Interprets and evaluates complex and unfamiliar information in briefs |
| Writing | 3.6 | • Uses clear, specific and industry related terminology to document a comprehensive record of illustrative approaches to a design brief |


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| | | |
|---|---|---|
| Oral Communication | 1.2, 3.5, 4.3 | • Uses questioning and active listening techniques to elicit information about job requirements and confirm understanding |
| Numeracy | 2.1 | • Performs basic calculations required to identify quantities of resources |
| Navigate the world of work | 2.1, 2.2, 2.3, 3.1 | • Understands and complies with legislative requirements and defined workplace procedures |
| Interact with others | 1.2, 3.5, 4.3 | • Seeks the perspective and guidance of others to inform design ideas and achieve best outcomes for own creative work<br>• Seeks and considers feedback from peers and others to enhance future performance |
| Get the work done | 1.3, 1.4, 2.1, 3.2-3.4, 4.1, 4.2, 4.4 | • Organises and implements processes to set up work, assess techniques and produce creative work within set parameters<br>• Manages own decisions about appropriate techniques by testing a range of explored options<br>• Resolves problems with technique through experimentation an testing<br>• Reviews work in progress, resolving problems with technique through refinement of approach |

# Unit Mapping Information

| **Code and title current version** | **Code and title previous version** | **Comments** | **Equivalence status** |
|---|---|---|---|
| CUAILL401 Develop and refine illustrative work | CUVILL401A Research and apply techniques for illustrative work | Updated to meet Standards for Training Packages and clarify intent. Title changed. | Equivalent unit |

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUAILL401 Develop and refine illustrative work

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Performance Evidence

Evidence of the ability to:

- organise workspace and resources needed to meet requirements of illustrative work, according to workplace and legislative requirements
- experiment with illustration techniques to create multiple illustrations that:
  - meet the requirements of associated briefs
  - show technical proficiency in chosen techniques
  - indicate review and refinement of own ideas.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe intellectual property requirements relevant to producing illustrations
- describe the role of experimentation in developing and refining ideas for illustrations
- explain how the elements and principles of design are used to inform illustrative work
- list and briefly describe the resources required to produce illustrations, including key physical features, cleaning and maintenance techniques, and storage requirements
- discuss typical workspace requirements for producing illustrations including ways of organising space and equipment for safe and efficient work operation
- describe practices and procedures for working safely and sustainably with materials, tools and equipment for producing illustrations.


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# Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- equipment, tools and materials used to produce illustrations
- briefs on which to base illustrations
- relevant information sources.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUAPPR502 Develop own sustainable professional practice

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Application

This unit describes the skills and knowledge required to establish goals for own professional practice and to determine how one's practice can be developed in a sustainable way, taking account of all aspects of sustainability – individual, social, environmental and economic.

It applies to individuals who must consider the sustainability of their practice in any sector or area of expertise.

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

## Unit Sector

Industry capability – professional practice

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Research and develop goals for own practice | 1.1 Identify own professional goals and aspirations in the context of chosen area of practice<br>1.2 Identify and consult with key people to support identified goals and aspirations<br>1.3 Evaluate factors that affect contemporary practice in chosen area, including specific opportunities<br>1.4 Question self and others about future directions for practice |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 1.5 Identify and review opportunities and ideas in a range of new and emerging disciplines and contexts<br>1.6 Develop goals for overall practice direction, based on research, review and individual personal circumstances |
| 2. Identify key sustainability issues in own practice | 2.1 Identify and investigate key components of sustainable professional practice in chosen area of work<br>2.2 Evaluate current practice and determine opportunities to enhance sustainability<br>2.3 Research and synthesise information to support future professional practice |
| 3. Take action to implement sustainable individual practice | 3.1 Develop practical and innovative strategies to enhance sustainability of practice<br>3.2 Develop and nurture own professional networks, and engage in ongoing collaboration with peers and others<br>3.3 Engage in sustainable work practices in all areas of activity<br>3.4 Integrate practices that support own lifelong learning in chosen field<br>3.5 Challenge and refine own ideas and strategies for developing professional practice<br>3.6 Evaluate constraints and limitations, and take action to address them as appropriate |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Learning | 1.1, 3.4 | • Identifies and analyses completed work through self-appraisal<br>• Enhances professional development through the ongoing accumulation of knowledge |
| Reading | 2.3 | • Comprehends and evaluates a broad range of sometimes complex information in a variety of forms |
| Oral | 3.2 | • Actively participates in discussions of a range of business sustainability issues with informed peers, |


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| | | |
|---|---|---|
| Communication | | using listening and questioning skills to elicit others' views |
| Numeracy | 2.1, 2.2 | • Gathers and interprets financial information relating to own practice to confirm and maintain its financial viability |
| Navigate the world of work | 1.1, 1.3, 1.6 | • Identifies career goals and develops career pathways to enable ongoing professional development<br>• Makes judgements and decisions in response to complex factors in contemporary practice in chosen area |
| Interact with others | 1.2, 1.4, 3.2 | • Participates in a collaborative verbal exchange of ideas and trends<br>• Recognises the importance of building rapport to establish effective relationships |
| Get the work done | 1.5, 1.6, 2.1, 2.2, 3.1, 3.3, 3.5, 3.6 | • Takes responsibility for own workload discussing some key aspects with others<br>• Uses systematic, analytical processes in a variety of situations to set goals, gather relevant information, and identify and evaluate options against agreed criteria<br>• Recognises the potential of new approaches to enhance work practices and outcomes, and accepts the need to consider fundamental and incremental changes that lead to longer term goals |

# Unit Mapping Information

| **Code and title current version** | **Code and title previous version** | **Comments** | **Equivalence status** |
|---|---|---|---|
| CUAPPR502 Develop own sustainable professional practice | CUVPRP502A Prepare for sustainable professional practice | Updated to meet Standards for Training Packages and clarify intent. Title changed. Minor edits to elements and performance criteria. | Equivalent unit |

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUAPPR502 Develop own sustainable professional practice

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Performance Evidence

Evidence of the ability to:

- research and collaborate with informed others to identify development ideas and issues relevant to own practice
- develop realistic goals for own practice based on research and review
- identify opportunities to enhance sustainability in own practice and implement strategies to harness them
- develop and implement professional development activities that enhance the sustainability of own practice.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the professional context for a given area of practice in terms of opportunities and constraints
- describe how the following factors affect contemporary practice:
  - buying trends
  - economic considerations
  - impacts of technology on practice
  - lifestyle trends
  - location of practice
  - social issues
  - intellectual property considerations
- summarise the tools, techniques and strategies used by practitioners to build sustainable practice


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- explain key aspects of individual, social, economic, environmental sustainability, and how they impact on a particular area of practice.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- sources of information.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUAPPR513 Present a body of own creative work

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Application

This unit describes the skills and knowledge required to use creative, technical and project management skills to produce a professional and innovative presentation of own creative work.

The unit applies to individuals who maintain an up-to-date presentation package or portfolio of creative work. This unit involves the use of digital formatting in the design and delivery of the presentation or portfolio.

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

## Unit Sector

Industry capability – Professional Practice

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Evaluate and select presentation ideas | 1.1 Research presentation ideas using required information sources<br>1.2 Explore new and innovative ideas for digitally presenting work using ideas from other disciplines<br>1.3 Develop presentation ideas in consultation with required personnel<br>1.4 Select presentation idea based on intended purpose and requirements<br>1.5 Evaluate production requirements and content implications of selected presentation idea |
| 2. Plan presentation | 2.1 Develop presentation concept using critical thinking techniques |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 2.2 Refine presentation concept considering explicit and implicit messages required for intended audience<br>2.3 Develop production budget, timeframes and workflow plan<br>2.4 Support key communication messaging using design templates and prototypes |
| 3. Create presentation | 3.1 Develop presentation within required timeframe, selecting and integrating content that supports identified objectives and messages<br>3.2 Obtain and record clearance of copyright and intellectual property rights on sourced content<br>3.3 Address conceptual and technical challenges as required<br>3.4 Review projected and actual budget outcomes, adjusting process as required |
| 4. Deliver and evaluate presentation | 4.1 Present own creative work in format and style required for intended audience and purpose<br>4.2 Evaluate presentation based on identified objectives and feedback from required personnel<br>4.3 Identify opportunities for updating and refining presentation |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Numeracy | • Performs calculations or estimates of requirements, timeframe and costs<br>• Selects, totals and orders required resources within budgetary and time constraints |
| Oral communication | • Explains own ideas for presentation to required personnel using language required for audience<br>• Participates in abstract discussions of ideas and solutions using listening and questioning skills to elicit feedback<br>• Uses required communication practices and protocols in discussions and presentations |
| Reading | • Gathers, interprets and analyses information from different sources and identifies required information |
| Writing | • Completes presentation using accurate, specific and industry-related terminology |


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| SKILL | DESCRIPTION |
|---|---|
| | • Completes required supporting documentation using clear and technically specific language |
| Teamwork | • Gains insight into current practices and ideas for change using perspectives of others |
| Initiative and enterprise | • Manages complex tasks and understands their contribution to longer term goals<br>• Recognises potential of developing and applying new ideas for improvements in work practices and outcomes |
| Planning and organising | • Sets goals, gathers required information, and evaluates and selects options |
| Problem solving | • Uses systematic and analytical processes in different situations |
| Self-management | • Takes responsibility for compliance with legal and regulatory responsibilities |
| Technology | • Considers purpose, needs and limitations when selecting and using different technologies and applications |

# Unit Mapping Information

Supersedes and is equivalent to CUAPPR503 Present a body of own creative work.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUAPPR513 Present a body of own creative work

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- complete at least one presentation for a selected creative product that reflects proposed purpose, objectives and messages and meets requirements of intended audience.

In the course of the above, the candidate must:

- research and identify at least one or more new or innovative ways for presenting portfolios of creative work
- use digital formatting in design and delivery of presentation
- apply copyright and intellectual property requirements to presentation of creative product
- design a presentation concept that includes key proposed objectives and messages
- realise the presentation concept within required budget and timeframes
- evaluate presentation and document ways to respond to future presentation opportunities.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- common techniques used for presenting portfolios of work in creative practices
- techniques for digitally formatting presentation design and delivery
- professional trends related to presentation ideas and technologies for area of work, including design, layout, typography, interactivity and accessibility
- critical thinking techniques that inform presentation concept developments
- elements of cohesive and coherent presentations
- copyright and intellectual property issues and legislation associated with professional creative practice, including ways of identifying requirements related to:
  - information in professional presentations
  - self-promotion


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- contracts.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- technology and sources of information required for researching presentation methodologies
- presentation tools
- information sources required to present creative work described in performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUAPPR514 Establish and maintain environmentally sustainable creative practice

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Application

This unit describes the skills and knowledge required to integrate environmentally sustainable approaches into creative art or design practice in order to reduce own ecological footprint across all areas of operation. It involves evaluating environmental sustainability of current practices, ensuring resources are used in a sustainable way and making sustainable decisions to ensure continuous sustainability in the practice.

The unit applies to those who work as artists or designers. Sustainability considerations apply both to activities within the practice and to the design of products and services that might be made, operated or used by others. The practitioner applies a self-directed approach to ensuring the sustainability of own creative practice.

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

## Unit Sector

Industry capability – Professional practice

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Evaluate environmental sustainability of current practice | 1.1 Assess source of materials used in current practice, taking account of their origin and abundance<br>1.2 Investigate and evaluate resource use and sustainability issues in current practice<br>1.3 Identify and evaluate applicable legislation, codes of practice and national standards that impact on workplace sustainability and |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | confirm compliance<br>1.4 Analyse and address existing and potential environmental risks and hazards in the workplace |
| 2. Use resources sustainably in own practice | 2.1 Use sustainable work practices across all areas of activity<br>2.2 Explore use of alternative sources of materials, including recycled products where possible<br>2.3 Source and use more sustainable approaches in work, including sustainable materials in preference to materials in short supply<br>2.4 Maximise use of waste products arising from the creative process<br>2.5 Monitor and measure use of resources in own practice, and make changes that reduce usage where practicable |
| 3. Make sustainable design decisions | 3.1 Evaluate choice and use of materials in design briefs, whether generated by self or others<br>3.2 Assess impact of user needs and preferences on sustainable design options<br>3.3 Assess environmental impact of intended production processes<br>3.4 Enhance sustainability by asking pertinent questions<br>3.5 Positively influence the sustainability of design process within scope of own responsibility<br>3.6 Include explicit reference to sustainability issues in design and production documentation |
| 4. Maintain currency of sustainability issues and options | 4.1 Maintain currency of specialised knowledge of sustainability issues applicable to own area of expertise<br>4.2 Proactively identify sources of information and professional development to build own sustainability skills<br>4.3 Integrate current and emerging ideas into own practice |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Learning | • Identifies and analyses sustainability aspects of completed work through self-appraisal and positively enhances practice<br>• Enhances professional development through ongoing accumulation of information about contemporary and developing methodologies |
| Numeracy | • Prepares detailed resource specifications, making adjustments based on sustainability considerations relating to availability and usage |


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| SKILL | DESCRIPTION |
|---|---|
| Oral communication | • Articulates clearly and conveys sustainability requirements using specific and applicable language suitable to audience<br>• Confirms and clarifies understanding using listening and questioning techniques |
| Writing | • Accurately records applicable sustainability issues and approaches in workplace documentation using clear and specialised language |
| Initiative and enterprise | • Sets sustainability goals, gathers applicable information and identifies and evaluates options against agreed criteria using systematic and analytical processes in different situations<br>• Recognises the potential to develop and apply new ideas and enhance sustainable work practices and outcomes |
| Self-management | • Keeps up to date with legislation, codes of practice, and national standards applicable to own rights and responsibilities and considers implications of these for own work practice<br>• Takes responsibility for own work practices negotiating some key sustainability aspects with others |

# Unit Mapping Information

Supersedes and is equivalent to CUAPPR504 Establish and maintain environmentally sustainable creative practice.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUAPPR514 Establish and maintain environmentally sustainable creative practice

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- establish and maintain at least two environmentally sustainable creative practices.

In the course of the above, the candidate must:

- develop new ideas for developing sustainable practices within own creative work
- develop a set of actions that enhance the environmental sustainability of individual practice
- work with others and positively influence the sustainability of the design process where applicable
- apply varied knowledge of key aspects of sustainability to those areas of creative practice that can be made more sustainable
- monitor, measure and reduce, where practicable, use of resources in own practice.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- sources of raw materials used in the applicable area of creative practice
- specific sustainability issues that impact on the applicable area of creative practice in terms of both design and production
- ways to positively influence sustainability in the design and production of own work
- tools, techniques and strategies used by practitioners to build sustainable practice
- legislation, codes of practice and standards about sustainability in the relevant areas of practice.


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# Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- information relating to sustainable practices and materials
- scenarios requiring the establishment and maintenance of environmentally sustainable creative practices.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUAPPR515 Establish and maintain safe creative practice

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Application

This unit describes the skills and knowledge required to determine and respond effectively to broad and specific safety requirements in a professional practice. It involves determining work health and safety (WHS) requirements, identifying hazards, managing risks, and monitoring and enhancing safety of the practice.

The unit applies to those who are sole practitioners or working in collaborative teams across all sectors and areas of expertise, who are responsible for managing safety. The practitioner applies a self-directed approach to ensuring safety. The unit could apply to a range of internal and external work environments, including workshops, studios, offices, field locations and performance venues. The unit does not apply to individuals employed by organisations to manage the safety of a practice.

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

## Unit Sector

Industry capability – Professional practice

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Determine WHS requirements for professional practice | 1.1 Research key features of legislation that apply to professional practice<br>1.2 Source and evaluate practice-specific codes, standards and guidelines that affect the management of safety in the applicable work environment<br>1.3 Develop systems and procedures that respond to WHS requirements and effectively integrate those responses into |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | practice management<br>1.4 Evaluate the role of others in practice safety and involve them as required |
| 2. Identify hazards and assess and manage risks | 2.1 Identify existing and potential hazards specific to the area of practice using applicable methods, templates and tools<br>2.2 Assess and manage risks associated with those hazards in line with established processes and according to WHS legislation and codes of practice<br>2.3 Implement and monitor developed systems and procedures in response to identified requirements for hazard control measures and risk assessment in the workplace<br>2.4 Develop and maintain current and accurate documentation that supports hazard identification and risk management in workplace practices<br>2.5 Address hazard identification and risk assessment and management at the planning, design and evaluation stages of any change in the workplace and confirm that new hazards are not created |
| 3. Monitor and enhance safety of the practice | 3.1 Maintain currency of WHS knowledge applicable to own area of practice<br>3.2 Seek feedback from colleagues on workplace safety practices and potential issues, and integrate improvements into systems and procedures as required<br>3.3 Proactively identify other sources of information and professional development opportunities relating to safety<br>3.4 Integrate current and emerging ideas and technologies that support workplace safety into own practice |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Numeracy | • Collects and interprets numerical information relating to workplace hazards, identifying issues and responding by amending workplace systems and procedures as required<br>• Calculates, measures and estimates in relation to probability and the likelihood of specific types of risks, and develops their control measures |
| Oral communication | • Listens to and notes specific information relating to practice safety and confirms and clarifies requirements using listening and questioning |


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| SKILL | DESCRIPTION |
|---|---|
| | skills<br>• Participates in an oral exchange requiring some negotiation regarding safety procedures and practices |
| Reading | • Reads and evaluates a series of complex texts and determines how general and specific legislative, regulatory and work requirements relate to the safety of practice |
| Writing | • Writes detailed procedural text based on the needs of the practice, providing clear plain English information about systems and procedures required to address workplace safety and meet reporting obligations |
| Initiative and enterprise | • Reflects on the way in which variables impact on decision outcomes and contributes to refinement of decision-making processes in the future using past experiences |
| Planning and organising | • Develops plans and manages complex tasks with an awareness of how they may contribute to long-term goals<br>• Gathers applicable information and identifies and evaluates options against established criteria using systematic, analytical processes in different situations |
| Problem solving | • Recognises different problems and responds intuitively to those requiring immediate attention, quickly drawing on current knowledge and past experience to devise solutions |
| Self-management | • Keeps abreast of applicable legislative requirements and considers their implications when negotiating, planning and undertaking work relating to improving practice safety |
| Teamwork | • Collaborates with others and achieves joint outcomes, playing an active role in influencing practice safety and sometimes taking a leadership role |

# Unit Mapping Information

Supersedes and is equivalent to CUAPPR505 Establish and maintain safe creative practice.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUAPPR515 Establish and maintain safe creative practice

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- establish and maintain at least two safe creative practices.

In the course of the above, the candidate must:

- analyse the needs of a particular practice and develop a set of systems, procedures and practices that support safety in that context
- identify key safety issues, including specific hazards and risks in the applicable area of practice
- apply general work health and safety (WHS) legislation and specific codes, standards or guidelines relevant to own practice.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- essential components of work health and safety (WHS) legislation, regulations and codes of practice applicable to the specific area of practice
- essential WHS responsibilities of employers, manufacturers, suppliers, employees and other parties with legal responsibilities
- applicable industry or process-specific safety guidelines that apply to particular fields of work and particular work environments
- hazards and their associated risks that exist in the specific professional practice
- potential impact of not addressing hazards and risks in the specific area of practice
- organisational systems, procedures and practices that support WHS management and regulatory compliance for a professional practice, including those relating to:
  - business planning, especially new technology and organisational change
  - purchasing policies and procedures
  - reporting on financial, technical and other resource needs


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- maintenance of WHS systems and procedures.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to general and practice-specific (WHS) information.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUAPPR612 Collaborate in professional creative projects

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Application

This unit describes the skills and knowledge required to collaborate with other creative practitioners to establish, realise and evaluate a creative project.

The unit applies to those who are independent creative practitioners working together in a collaborative team on commercial or community creative projects in physical or virtual environments. They may work on individual pieces of creative work or on thematically connected works in the broader context of a work brief, exhibition, competition or themed event. The unit applies to self-generated projects as well as those developed in response to opportunities presented by others.

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

## Unit Sector

Industry capability – Professional Practice

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for collaborative project | 1.1 Establish sustainable and productive creative relationships<br>1.2 Engage with collaborative communities and partnerships based on potential benefits for self and others<br>1.3 Identify factors inhibiting potential collaboration and address as required<br>1.4 Identify and pursue collaboration opportunities |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| 2. Establish collaborative project | 2.1 Establish collaborative project and contribute to project objectives and parameters<br>2.2 Agree ways of working that acknowledges different contributions of required personnel<br>2.3 Determine ethical considerations, copyright and intellectual property requirements<br>2.4 Identify professional and practical project requirements<br>2.5 Organise and allocate work activities with clear and agreed outcomes |
| 3. Realise collaborative project | 3.1 Contribute own technical and creative expertise from idea generation to project realisation<br>3.2 Extend own expertise and learn from others as project progresses<br>3.3 Monitor project progress against agreed objectives<br>3.4 Challenge, test and share ideas with project team<br>3.5 Suggest ideas and solutions for technical, creative and organisational challenges<br>3.6 Meet established personal responsibilities for creative work and overall project |
| 4. Evaluate collaborative project | 4.1 Engage in review and evaluation with others involved in project<br>4.2 Evaluate own contribution based on collaborative effort and professional relationships with others<br>4.3 Identify and seek opportunities for refining and expanding own expertise |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Learning | • Identifies strengths and weaknesses and opportunities for improvement using self-appraisal and feedback |
| Oral communication | • Shares and explores abstract creative concepts and ideas using required language and communication methods |
| Reading | • Interprets information from project documentation |


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| SKILL | DESCRIPTION |
|---|---|
| Writing | • Documents roles and project requirements using language and format required for context and intended audience |
| Teamwork | • Establishes and maintains professional working relationships<br>• Achieves joint outcomes using and enhancing skills and knowledge related to complex issues, ideas and creative challenges<br>• Recognises and responds to explicit and implicit meanings in communication, seeking clarification where misinterpretation might create difficulties |
| Initiative and enterprise | • Achieves goals of professional standard using diverse practices<br>• Works autonomously and takes responsibility and ownership for complex project work<br>• Explores new ideas with understanding of importance for viability and effectiveness of own role<br>• Gathers required information and identifies, evaluates and refines options against agreed understanding using systemic and analytical processes |
| Planning and organising | • Develops plans for managing complex tasks and incorporates contribution of own and others' practice |
| Problem solving | • Identifies different problems and responds to difficulties by drawing on current knowledge and past experience to devise solutions within required timeframes |
| Self-management | • Complies with legal, regulatory and ethical responsibilities |

# Unit Mapping Information

Supersedes and is equivalent to CUAPPR602 Collaborate in professional creative projects.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUAPPR612 Collaborate in professional creative projects

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- realise at least one creative work of professional standard in collaboration with required personnel, involving:
  - contributing to agreed objectives and parameters
  - contributing to technical, creative and organisational expertise according to agreed team approaches
  - modelling due diligence and professionalism
  - establishing and maintain sustainable professional relationships
  - evaluating and resolve complex technical, creative or organisational problems.

In the course of the above, the candidate must:

- apply copyright and intellectual property requirements to creative work.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- types of face-to-face and virtual communities, networks and groups required for own professional creative practice
- benefits of collaboration for individuals, businesses and communities, including value of collaboration as problem-solving tool
- behaviours and factors supporting professional relationships and collaboration in context of creative projects
- common problems in collaborative process and how to avoid or resolve them
- project management processes and procedures required for creative projects
- ways of evaluating success of projects and collaborative undertakings, including benefits of alternative evaluation approaches:


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  - formal reporting
  - professional critique
  - reviewing peer feedback
- copyright and intellectual property issues and legislation associated with professional creative practice, including ways of identifying requirements related to:
  - shared intellectual property
  - self-promotion
  - contracts.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- opportunities to collaborate with other individuals.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUAPPR613 Engage in the business of creative practice

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Application

This unit describes the skills and knowledge required to approach the business aspects of working as a creative practitioner in a professional manner. It involves developing professional work practices, evaluating different business practices, investigating financial and legal aspects of creative practice and evaluating own professional opportunities.

The unit applies to those who, depending on the creative practice, operate as sole practitioners, in artist cooperatives, or as freelance or contract workers. Regardless of the business model, all practitioners earning income from their practice engage with the professional business requirements for a sustainable creative practice. Independent creative practitioners sometimes work as employees in small and large organisations.

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

## Unit Sector

Industry capability – Professional practice

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Develop and apply professional work practices | 1.1 Develop a professional work ethic when practicing creatively<br>1.2 Collaborate and communicate with other professionals about the business aspects of creative practice<br>1.3 Determine the skills and knowledge needed to operate as a successful creative practitioner<br>1.4 Evaluate own current skills and knowledge and the need for related professional development |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 1.5 Identify own skills and knowledge and assess potential for using specialist expertise |
| 2. Evaluate different business practices | 2.1 Investigate different ways that creative practitioners do business<br>2.2 Investigate different business practices, systems and procedures that need to be considered as part of professional creative practice<br>2.3 Assess relevance and implications of particular business structures<br>2.4 Identify physical resources required by own creative practice and how they might be accessed<br>2.5 Develop an overall approach to business aspects of own practice based on evaluation of applicable information<br>2.6 Evaluate all aspects of own practice as a key component of business and personal growth |
| 3. Address financial aspects of creative practice | 3.1 Investigate financial considerations for creative practice<br>3.2 Research and assess different ways of commercialising work and ideas<br>3.3 Evaluate different ways of costing and selling creative work<br>3.4 Assess broader financial management requirements and their application to own practice<br>3.5 Develop and apply individual approaches to financial management of practice |
| 4. Analyse the rights and obligations of creative practitioners | 4.1 Evaluate legal and moral rights and obligations of professional creative practice<br>4.2 Practise work and business in ways that meet legal and moral obligations<br>4.3 Pursue own rights as a creative practitioner consistent with own professional and ethical standards<br>4.4 Establish and maintain sound approaches to safety and sustainability in professional practice |
| 5. Evaluate and pursue professional opportunities | 5.1 Evaluate work opportunities within and beyond the creative sector<br>5.2 Identify and pursue potential work opportunities beyond established patterns of work<br>5.3 Identify and access sources of professional advice<br>5.4 Evaluate local and global opportunities for own practice<br>5.5 Identify and evaluate opportunities offered by current and emerging trends in the consumption of culture and creative products<br>5.6 Analyse the experiences of others as a way of discovering different opportunities |


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# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*

| SKILL | DESCRIPTION |
|---|---|
| Learning | • Demonstrates commitment to an ongoing process of professional development |
| Numeracy | • Interprets numerical information and manages financial aspects of the professional practice business |
| Oral communication | • Interacts effectively with different professional practitioners, choosing language to share and explore potentially abstract creative concepts and ideas |
| Reading | • Identifies, analyses and evaluates often complex information from different sources and identifies practices, systems and procedures that could enhance own professional creative practice |
| Writing | • Prepares documentation of work that incorporates synthesis of knowledge and ideas using appropriate terminology and cohesive language in a format applicable to purpose |
| Initiative and enterprise | • Gathers applicable information and identifies, evaluates and refines options against agreed criteria using systematic and analytical processes<br>• Identifies the way in which variables impact on decision outcomes and refines decision-making processes using experiences<br>• Identifies the critical importance of the ongoing exploration of new ideas to the viability and effectiveness of own role |
| Problem solving | • Articulates and challenges the values, beliefs and assumptions that may shape thinking and routinely reframes and redefines problems when generating new ideas and fresh perspectives<br>• Identifies different problems and responds intuitively to difficulties by quickly drawing on current knowledge and past experience to devise solutions |
| Self-management | • Works with a high degree of autonomy, taking responsibility and ownership for all aspects of work, including compliance with legal and regulatory rights and responsibilities<br>• Keeps abreast of trends and issues in a dynamic world and readily adapts to changing needs and priorities<br>• Identifies innovative ways of developing and sharing skills and knowledge with others |
| Teamwork | • Contributes to a collaborative culture, collaborating with others on practice development issues, facilitating a sense of commitment and cohesion, and highlighting and using the strengths of those involved<br>• Invests time and energy in building rapport with other creative and business professionals as an integral part of addressing management and development issues |


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# Unit Mapping Information

Supersedes and is equivalent to CUAPPR603 Engage in the business of creative practice.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUAPPR613 Engage in the business of creative practice

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop at least two cohesive approaches and strategies, that are grounded in research and analysis, for developing and managing own practice.

In the course of the above, the candidate must:

- research and evaluate different complex and varied business information, including business structures, financial considerations, and legal rights and obligations
- interact with other professionals on management and development issues
- identify professional work opportunities within and beyond the creative sectors, including new and emerging opportunities
- apply legal and moral rights and obligations relevant to own practice.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- types of behaviour, skills and practice that constitute a professional way of working in the specific area of creative practice
- professional development opportunities for the specific area of creative practice
- types and sources of external expertise and professional advice for creative practitioners that could be used in professional practice, including different industry organisations
- general business structures, practices, systems and procedures that apply to all professional practitioners, as well as typical ways that business is done in the specific area of creative practice
- physical resources needed for different types of professional practice and different ways they may be set up or accessed
- financial management practices that apply to all professional practitioners, including financial models and structures that apply to the specific area of creative practice


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- factors to consider when costing and selling work and methods of selling work, including commissions
- trends in the consumption of culture and creative products and their impact on professional creative practice
- legal and moral obligations of creative practitioners, including intellectual property, work health and safety, and sustainability considerations.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- interaction with others required to demonstrate the performance evidence
- general business information required to demonstrate the performance evidence.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUARES301 Apply knowledge of history and theory to own arts practice

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Application

This unit describes the skills and knowledge required to assess the relevance of historical and theoretical information for application to own arts practice.

It applies to individuals working in any area of arts practice who use analytical skills and apply some judgement and autonomy to the research process.

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

## Unit Sector

Knowledge management – research

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Maintain and develop knowledge of history and theory | 1.1 Monitor relevant sources of industry information based on areas of interest, work and learning<br>1.2 Develop processes to review and maintain knowledge of history and theory relevant to own arts practice in consultation with appropriate people |
| 2. Evaluate information | 2.1 Evaluate information from range of sources<br>2.2 Extract and evaluate key ideas relevant to own arts practice |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 2.3 Use information in compliance with intellectual property requirements and in culturally appropriate way |
| 3. Apply information to own arts practice | 3.1 Determine own ideas about ways information is used<br>3.2 Integrate ideas into development of own arts practice<br>3.3 Discuss application of knowledge of history and theory with appropriate people and incorporate feedback and ideas as required |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Reading | 1.1, 2.1, 2.2 | • Identifies useful information sources and evaluates visual and textual content to select information relevant to own practice |
| Oral Communication | 1.2, 3.3 | • Participates in exchanges of ideas and information with others<br>• Uses listening and questioning to clarify and confirm understanding of other opinions |
| Navigate the world of work | 2.3 | • Understands responsibility to follow legal requirements and cultural protocols when using information in own practice |
| Get the work done | 1.1, 1.2, 3.1, 3.2 | • Plans and organises a range of routine tasks required to inform own practice<br>• Determines simple organisational processes to keep up with information relevant to own practice<br>• Analyses theoretical information to decide how it will be used in own practice |

# Unit Mapping Information

| Code and title current version | Code and title previous version | Comments | Equivalence status |
|---|---|---|---|


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| Code and title current version | Code and title previous version | Comments | Equivalence status |
|---|---|---|---|
| CUARES301 Apply knowledge of history and theory to own arts practice | CUVRES301A Apply knowledge of history and theory to own arts practice | Updated to meet Standards for Training Packages. | Equivalent unit |

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUARES301 Apply knowledge of history and theory to own arts practice

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Performance Evidence

Evidence of the ability to:

- review a range of information and evaluate its relevance to current arts practice
- maintain information for application to own creative practice
- participate in discussions about art practice and demonstrate how feedback and ideas are used in own arts practice.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify sources of information on history and theory relevant to own arts practice
- describe theoretical and historical contexts relevant to own arts practice
- outline ways information assists the development of own arts practice
- describe information maintenance methods that enhance own arts practice
- outline intellectual property issues and legislation relevant to the use of information and ideas in own work.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- a range of relevant and current information services and sources
- interaction with others.


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Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUASCU411 Experiment with techniques to produce sculpture

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Application

This unit describes the skills and knowledge required to proactively experiment and innovate with various sculptural techniques and design concepts to develop professional practice, form an individual style and produce finished sculptures.

The unit applies to those who have well developed skills in design and technique and who often produce work at a pre-professional level for sale in a range of settings. They work independently with limited supervision and guidance as required.

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

## Unit Sector

Visual Communication – Sculpture

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Develop proficiency with a range of sculptural techniques and media | 1.1 Evaluate potential for new approaches to sculpture based on capabilities of known techniques<br>1.2 Achieve different effects by introducing and adapting new equipment, tools and materials<br>1.3 Extend own capability with sculptural techniques through experimentation on samples, practice pieces or a work in progress<br>1.4 Assess safety and sustainability issues for different techniques and media |
| 2. Develop ideas for sculptures | 2.1 Research, adapt and use relevant ideas and approaches |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | from other practitioners and comply with intellectual property requirements<br>2.2 Use knowledge of different sculptural techniques to inform ideas and discuss with required personnel<br>2.3 Evaluate how different techniques and ideas can best work together<br>2.4 Assess the professional potential and presentation requirements of own work<br>2.5 Refine and confirm ideas based on research, experimentation and collaboration with others |
| 3. Organise sculpture resources | 3.1 Identify specific resource requirements for sculpture work<br>3.2 Research potential sources of supply for sculpture resources<br>3.3 Evaluate cost and other constraints that impact on development of the work<br>3.4 Evaluate and respond to presentation considerations for finished sculptures<br>3.5 Coordinate required resources and set up according to safety requirements |
| 4. Create finished sculptures | 4.1 Create sculptures using techniques and media selected from research and experimentation<br>4.2 Review and refine ideas and approaches based on ongoing experience with production of own work<br>4.3 Handle equipment, tools and materials safely; minimise and safely dispose of waste throughout all processes<br>4.4 Document development of own work and the research and ideas that informed it |
| 5. Evaluate own sculptural work | 5.1 Reflect on own conceptual development and technical execution of work<br>5.2 Identify areas for future skill development and options to learn<br>5.3 Discuss completed work with others and consider all feedback |

# Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.*


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| SKILL | DESCRIPTION |
|---|---|
| Learning | • Formulates a learning plan when attempting to fill skill gaps |
| Reading | • Interprets and evaluates complex and unfamiliar information when considering design ideas |
| Writing | • Uses clear, specific and industry related terminology when documenting a comprehensive record of research, conceptual idea development and production |
| Oral Communication | • Represents clear ideas for designs and techniques using required industry and conceptual language<br>• Uses questioning and active listening techniques to elicit different perspectives about creative ideas and feedback and to confirm understanding |
| Numeracy | • Uses basic calculations to measure and record dimensions of display areas and appropriate size of art pieces to suit<br>• Uses basic calculations to determine and record quantities of equipment, tools and materials<br>• Interprets budgetary constraints and supplier prices and calculates sometimes complex order costs |
| Teamwork | • Assess design ideas and review own work through the perspective and guidance of others<br>• Engages in an open conversation to elicit and consider the merit of feedback from peers and others |
| Self-management | • Takes responsibility for compliance with legal, safety and sustainability practices associated with creative work<br>• Manages own decisions about appropriate design ideas and techniques by experimentation with a range of explored options<br>• Reviews work in progress, resolving problems through refinement of approach<br>• Creates opportunities to use a more innovative approach and personal style |

# Unit Mapping Information

Supersedes and is equivalent to CUASCU401 Experiment with techniques to produce sculpture.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUASCU411 Experiment with techniques to produce sculpture

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package Version 5.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- experiment with at least two different sculpture techniques and apply findings to sculpture works.

In the course above, the candidate must:

- confirm ideas for own work using a process of thorough research and experimentation
- identify and acquire resources required to complete chosen work
- adapt and use a range of sculptural techniques to create a single major work or multiple pieces of sculpture that:
  - shows technical proficiency
  - incorporates understanding of elements and principles of design
  - demonstrates innovation and the emergence of an individual style
- review and document the research and development process.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- key contemporary conceptual frameworks in sculpture
- intellectual property requirements relevant to producing sculptural works.
- methods used to research creative and technical approaches to sculptural work
- how the works of other practitioners may be used to inform individual practice
- role of experimentation in developing and refining ideas for sculptures and how it relates to the development of an individual style
- ways to adapt, extend and combine the capabilities of a wide range of sculptural techniques
- elements and principles of design, including:


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  - detailed design characteristics
  - key interrelationships
  - use in sculptures and how they may be challenged
- tools and equipment used to produce sculpture:
  - key physical features and uses
  - cleaning and maintenance techniques
  - storage requirements
- physical properties and capabilities of a range of materials and techniques used to produce sculptures
- suppliers of resources for professional sculpture practice, including raw, part-processed and processed sculpture materials
- practices and procedures for working safely and sustainably with materials, tools and equipment for producing sculpture.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- equipment, tools and materials used to produce sculptures
- credible information sources.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# CUAWOO401 Experiment with techniques to produce wood objects

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Application

This unit describes the skills and knowledge required to proactively experiment and innovate with various woodworking techniques and design concepts to develop professional practice and an individual style.

It applies to individuals who have well developed skills in design and technique and who often produce work at a pre-professional level for sale in outlets such as markets and fairs. They work independently with limited supervision and guidance as required.

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

## Unit Sector

Visual communication – wood

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Develop proficiency with a range of woodworking techniques and media | 1.1 Evaluate potential for new approaches to woodwork based on capabilities of known techniques<br>1.2 Adapt or introduce new equipment, tools and materials to achieve different effects<br>1.3 Extend own capability with woodworking techniques through experimentation on samples, practice pieces or a work in progress |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 1.4 Assess safety and sustainability issues for different techniques and media |
| 2. Develop ideas for wood objects | 2.1 Discuss, with key people, creative and other goals for own wood objects<br>2.2 Research, adapt and use relevant ideas and approaches from other practitioners and comply with intellectual property requirements<br>2.3 Use knowledge of different woodworking techniques to inform ideas<br>2.4 Consider how different techniques and ideas can best work together<br>2.5 Assess the professional potential and presentation requirements of own work to inform ideas<br>2.6 Refine and confirm ideas based on research, experimentation and collaboration with others |
| 3. Organise woodworking resources | 3.1 Identify specific resource requirements for the chosen work<br>3.2 Research potential sources of supply for woodworking resources<br>3.3 Evaluate cost and other constraints that impact on development of the work<br>3.4 Evaluate and respond to presentation considerations for finished wood objects<br>3.5 Coordinate required resources and set up according to safety requirements |
| 4. Create finished wood objects | 4.1 Create wood objects using techniques and media selected from research and experimentation, considering and applying elements and principles of design<br>4.2 Review and refine ideas and approaches based on ongoing experience with production of own work<br>4.3 Handle equipment, tools and materials safely; minimise and safely dispose of waste throughout all processes<br>4.4 Document development of own work and the research and ideas that informed it |
| 5. Evaluate own wood objects | 5.1 Reflect on own conceptual development and technical execution of the work<br>5.2 Identify areas for future skill development and options to learn<br>5.3 Discuss completed work with others and consider all feedback |


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# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Learning | 5.2 | • Identifies own skill gaps and future learning options |
| Reading | 2.2, 3.2 | • Interprets and evaluates complex and unfamiliar information to support design ideas and to identify key information about resources |
| Writing | 4.4 | • Uses clear, specific and industry related terminology to document a comprehensive record of research, conceptual idea development and production |
| Oral Communication | 2.1, 5.3 | • Clearly represents ideas for designs and techniques using relevant industry and conceptual language<br>• Uses questioning and active listening techniques to elicit different perspectives about creative ideas and feedback and to confirm understanding |
| Numeracy | 2.5, 3.1-3.3 | • Uses basic calculations to measure and record dimensions of display areas and appropriate size of wood objects to suit<br>• Uses basic calculations to determine and record quantities of equipment, tools and materials<br>• Interprets budgetary constraints and supplier prices and calculates sometimes complex order costs |
| Navigate the world of work | 1.4, 2.2, 3.5, 4.3 | • Takes responsibility for compliance with legal, safety and sustainability practices associated with creative work |
| Interact with others | 2.1, 5.3 | • Discusses design concepts and collaborates with other artists to generate new ideas and solutions to achieve best outcomes for own creative work<br>• Engages in an open conversation to elicit and consider the merit of feedback from peers and others to enhance future performance |
| Get the work done | 1.1-1.3, 2.2-2.6, 3.1, 3.5, 4.1, 4.2 | • Takes responsibility for completing own creative works from design inception to realisation, efficiently and logically sequencing the stages of preparation and production<br>• Manages own decisions about appropriate design ideas and techniques by experimentation with a range of |


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| | | |
|---|---|---|
| | | explored options<br>• Resolves problems with technique through experimentation and analysis<br>• Reviews work in progress resolving problems through refinement of approach<br>• Creates opportunities to use a more innovative approach and personal style. |

# Unit Mapping Information

| **Code and title current version** | **Code and title previous version** | **Comments** | **Equivalence status** |
|---|---|---|---|
| CUAWOO401 Experiment with techniques to produce wood objects | CUVWOO401A Experiment with techniques to produce wood objects | Updated to meet Standards for Training Packages and clarify intent. Minor edits to performance criteria. | Equivalent unit |

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# Assessment Requirements for CUAWOO401 Experiment with techniques to produce wood objects

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Performance Evidence

Evidence of the ability to:

- use a process of thorough research and experimentation to confirm ideas for own work
- identify and acquire resources required to complete chosen work
- adapt and use a range of woodworking techniques to create a single major work or multiple wood objects that:
  - shows technical proficiency in chosen techniques
  - reflects understanding of elements and principles of design
  - demonstrates innovation and the emergence of an individual style
- review and document the research and development process.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe intellectual property requirements relevant to producing wood objects
- summarise methods used to research creative and technical approaches to woodworking
- explain how the works of other practitioners may be used to inform individual practice
- describe the role of experimentation in developing and refining ideas for wood objects and how it relates to the development of an individual style
- explain ways to adapt, extend and combine the capabilities of a wide range of woodworking techniques
- describe, for the elements and principles of design, the detailed characteristics, key interrelationships, use in wood objects and how they may be challenged
- summarise, for a range of tools and equipment used to produce wood objects, key physical features and uses, cleaning and maintenance techniques and storage requirements


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- describe the physical properties and capabilities of a range of materials and techniques used to produce wood objects
- list suppliers of resources for professional woodworking practice with particular emphasis on raw, part-processed and processed woodworking materials
- describe practices and procedures for working safely and sustainably with materials, tools and equipment for producing wood objects.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- equipment, tools and materials used to produce wood objects
- information sources.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5


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# HLTAID011 Provide First Aid

## Modification History

Not applicable.

## Application

This unit describes the skills and knowledge required to provide a first aid response to a casualty in line with first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies.

The unit applies to all persons who may be required to provide a first aid response in a range of situations, including community and workplace settings.

*Specific licensing/regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.*

## Elements and Performance Criteria

| ELEMENTS | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Respond to an emergency situation. | 1.1. Recognise and assess an emergency situation.<br>1.2. Ensure safety for self, bystanders and casualty.<br>1.3. Assess the casualty and recognise the need for first aid response.<br>1.4. Seek assistance from emergency services. |
| 2. Apply appropriate first aid procedures. | 2.1. Perform cardiopulmonary resuscitation (CPR) in accordance ARC guidelines.<br>2.2. Provide first aid in accordance with established first aid principles.<br>2.3. Display respectful behaviour towards casualty.<br>2.4. Obtain consent from casualty where possible.<br>2.5. Use available resources and equipment to make the casualty as comfortable as possible.<br>2.6. Operate first aid equipment according to manufacturers' instructions.<br>2.7. Monitor the casualty's condition and respond in accordance with first aid principles. |


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| | |
|---|---|
| 3. Communicate details of the incident. | 3.1. Accurately convey incident details to emergency services.<br>3.2. Report details of incident in line with appropriate workplace or site procedures.<br>3.3. Complete applicable workplace or site documentation, including incident report form.<br>3.4. Maintain privacy and confidentiality of information in line with statutory or organisational policies. |
| 4. Review the incident. | 4.1. Recognise the possible psychological impacts on self and other rescuers and seek help when required.<br>4.2. Contribute to a review of the first aid response as required. |

## Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Supersedes and not equivalent to HLTAID003 Provide first aid

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705


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# Assessment Requirements for HLTAID011 Provide First Aid

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the workplace or community setting.

There must be evidence that the candidate has completed the following tasks in line with State/Territory regulations, first aid codes of practice, first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies and workplace or site procedures:

- managed, in line with ARC guidelines, the unconscious, breathing casualty including appropriate positioning to reduce the risk of airway compromise
- managed, in line with ARC guidelines, the unconscious, non-breathing adult, including:
  - performing at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
  - following the prompts of an automated external defibrillator (AED) to deliver at least one shock
  - demonstrating a rotation of single rescuer operators with minimal interruptions to compressions
  - responding appropriately in the event of regurgitation or vomiting
- managed, in line with ARC guidelines, the unconscious, non-breathing infant, including:
  - performing at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
- managed casualties, with the following:
  - anaphylaxis
  - asthma
  - non-life-threatening bleeding
  - choking
  - envenomation, using pressure immobilisation
  - fractures, dislocations, sprains and strains, using appropriate immobilisation techniques
  - minor wound cleaning and dressing
  - nosebleed
  - shock


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- responded to at least one simulated first aid incident contextualised to the candidate's workplace or community setting, where the candidate has no knowledge of the casualty's condition prior to starting treatment, including:
  - identifying the casualty's illness or injury through history, signs and symptoms
  - using personal protective equipment (PPE) as required
  - providing appropriate first aid treatment
  - conveying incident details to emergency services or advising casualty on any required post incident action
  - providing an accurate verbal and written report of the incident
  - reviewing the incident.

# Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- guidelines and procedures including:
  - ARC guidelines relevant to the provision of first aid
  - first aid guidelines from Australian national peak clinical bodies
  - potential incident hazards and risk minimisation processes when providing first aid
  - infection control procedures, including use of standard precautions and resuscitation barrier devices
  - requirements for currency of skill and knowledge
  - first aid codes of practice
  - appropriate workplace or site procedures relevant to the provision of first aid
  - contents of first aid kits
- legal, workplace and community considerations including:
  - duty of care requirements
  - own skills and limitations
  - consent and how it relates to the conscious and unconscious casualty
  - privacy and confidentiality requirements
  - awareness of potential need for stress management techniques and available support for rescuers
- considerations when providing CPR, including:
  - upper airway and effect of positional change
  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - safety and maintenance procedures for an AED
  - chain of survival
  - how to access emergency services
- techniques for providing CPR to adults, children and infants including:
  - how to recognise that a casualty is unconscious and not breathing normally


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  - rate, ratio and depth of compressions and ventilations
  - correct hand positioning for compressions
  - basic anatomy, physiology and the differences between adults, children and infants relating to CPR
- signs, symptoms and management of the following conditions and injuries:
  - allergic reaction
  - anaphylaxis
  - asthma
  - non-life-threatening and life-threatening bleeding
  - burns
  - cardiac conditions, including chest pain
  - choking
  - diabetes
  - drowning
  - envenomation - all current treatments
  - eye injuries
  - fractures, dislocations, strains and sprains
  - head, neck and spinal injuries
  - hypothermia
  - hyperthermia
  - minor wounds
  - nose-bleed
  - poisoning
  - seizures
  - shock
  - sharps injuries
  - stroke.

# Assessment Conditions

Each candidate to demonstrate skills in an environment that provides realistic in-depth, scenarios and simulations to assess candidates' skills and knowledge.

Due to the nature of this type of training, it is acceptable for the performance evidence to be collected in a simulated environment.

Compression and ventilation skills must be demonstrated on resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures.

Assessment must ensure access to:

- adult and infant resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device


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- AED training devices
- workplace first aid kit
- placebo bronchodilator and spacer device
- different types of wound dressings and bandages
- blankets and items to treat for shock
- personal protective equipment (PPE)
- workplace injury, trauma or illness record, or other applicable workplace or site incident report form.

Simulated assessment environments must simulate real-life situations where these skills and knowledge would be performed, with all the relevant equipment and resources of that workplace or community environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and must hold this unit or demonstrate equivalent skills and knowledge to that contained within this unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705


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# ICPPRN3840 Set up and produce basic digital print

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with ICP Printing and Graphic Arts Training Package Version 4.0. |

## Application

This unit describes the skills and knowledge required to set up for and produce basic digitally printed product incorporating the use of raster image processor (RIP) technology when outputting to digital devices including wide format.

It applies to individuals working as print machinists in the printing and graphic arts industry who may set up, operate and monitor equipment and machinery and who may have to prepare material and apply solutions to problems. They may also provide leadership and guidance to others with some limited responsibility for the output of others.

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

## Unit Sector

Printing

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Check components and functions of digital print system | 1.1 Check user-replaceable consumables and replacement as required<br>1.2 Check substrate feeding mechanisms and transport units and clear of misfeeds as required<br>1.3 Complete set up for data and electrical power<br>1.4 Perform shutdown and restart procedures according to manufacturer specifications<br>1.5 Install and set up required print driver and job download |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | software |
| 2. Perform digital printing system maintenance | 2.1 Perform routine maintenance tasks according to manufacturer specifications and work health and safety (WHS) requirements<br>2.2 Clean substrate transport and inking systems<br>2.3 Check temperature and humidity conditions and substrate registration mechanisms<br>2.4 Perform ink density calibration<br>2.5 Implement basic maintenance solutions to minimise ink residue, substrate misfeed, paper particle dust, uncalibrated systems and ink coverage |
| 3. Undertake substrate handling procedures | 3.1 Develop and maintain paper handling and storage system for digital print environment according to requirements for substrate integrity and digital image quality<br>3.2 Check machine status, review print counters and consumable levels and estimate time requirements for reordering, servicing and reporting purpose |
| 4. Confirm job specifications | 4.1 Identify job specifications<br>4.2 Confirm availability of all job components<br>4.3 Check finishing requirements and coordinate internal workflow and outsource arrangements according to enterprise procedures<br>4.4 Calculate run time and completion time of job |
| 5. Set up reel system | 5.1 Adjust unwind reel<br>5.2 Set up and adjust rewind reel<br>5.3 Set up and adjust minor in-line processes |
| 6. Set up sheet transportation system on sheet-fed machine | 6.1 Load substrate into feeding mechanism and specify substrate properties in the user control interface<br>6.2 Identify and make adjustments to the delivery unit using the user control interface<br>6.3 Adjust on-line finishing unit using the user control interface |
| 7. Use processor to set up job | 7.1 Locate and retrieve electronic data files<br>7.2 Set processor parameters according to job specifications<br>7.3 Perform required preview and preflight checks of electronic data files<br>7.4 Apply basic troubleshooting methods to identify and rectify |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | unverified data files, file errors and job requirement inconsistencies according to manufacturer specifications |
| 8. Submit data files to digital print machine | 8.1 Determine job priority according to job specifications and production schedules<br>8.2 Submit data file to print and image quality, and perform machine productivity checks |
| 9. Produce digital proof and run digital print job | 9.1 Conduct proof run and confirm proof conforms to job specifications and client requirements according to enterprise procedures<br>9.2 Conduct print run is according to job specifications<br>9.3 Monitor quality throughout print job and make adjustments as required |
| 10. Perform document finishing | 10.1 Identify and perform required document finishing<br>10.2 Package finished print according to delivery requirements |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Description |
|---|---|
| Writing | • Enters routine data associated with production processes and enterprise procedures |
| Numeracy | • Interprets and analyses a range of mathematical information used in familiar and routine tasks |
| Self-management | • Identifies and follows explicit and implicit protocols and meets expectations associated with own role, taking some responsibility for decisions regarding when and how to complete tasks, co-ordinate with, or delegate to others<br>• Complies with work health and safety and enterprise procedures relevant to own role |
| Teamwork | • Cooperates with others as part of familiar routine activities, and contributes to specific activities requiring joint responsibility and accountability<br>• Identifies what to communicate, with whom and how, in routine work situations |
| Planning and | • Determines priorities and sequences steps involved in clearly defined, |


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| | |
|---|---|
| organising | familiar tasks |
| Problem solving | • Responds to predictable problems and implements standard or logical solutions related to role in immediate work environment |
| Technology | • Follows routine procedures for using digital technology by reading data from electronic monitoring and control systems |

# Unit Mapping Information

Supersedes and is equivalent to ICPPRN384 Set up and produce basic digital print.

# Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d


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# Assessment Requirements for ICPPRN3840 Set up and produce basic digital print

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with ICP Printing and Graphic Arts Training Package Version 4.0. |

## Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- set up and print four basic digital printing jobs according to manufacturer specifications, enterprise procedures and work health and safety (WHS) requirements.

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- enterprise procedures, manufacturer specifications and work health and safety (WHS) requirements for:
  - setting up and operating in-line processes
  - the rewind function
- workplace job ticket procedures and pre-printing set-up checks and procedures
- procedures for:
  - file transfer actions and problem solving
  - selecting inks/toners for varied printed products and ensuring ink/toner quality
  - setting up on-line processes
  - obtaining client approval of the print and final approval of a basic job
  - proof checking
  - circumstances where client’s required binding method is unavailable
  - packaging finished print work
- common problems and faults arising from:
  - printing on lightweight paper
  - incorrect feeding and delivery
- the process if required substrate is unavailable
- the range of substrate weights that can be printed on a specific machine


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- the availability of pre-prepared substrates for a specific machine
- the maximum delivery quantity for a specific machine
- the function of the raster image processor (RIP) in the job
- data formats used in digital print
- common troubleshooting methods required in the job
- required calculations for run and completion time of job
- the benefits of electronic data over scanning hardcopy, and ways to submit a PDF file to a digital printer
- in-line options and on-line finishing options available on a specific machine
- circumstances where a job would be modified before printing
- various types of binding
- alternative options if document size is too thick to staple
- quality criteria to check in proof
- the purpose of packing finished print work
- manufacturer manuals, enterprise procedures and work health and safety documentation, including their location and purpose.

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the printing field of work and include access to:

- special purpose tools, equipment and materials
- digital print machinery
- RIP or front-end processor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d


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# ICPSUP455 Supervise and schedule work of others

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with ICP Printing and Graphic Arts Training Package Version 1.0. |

## Application

This unit describes the skills and knowledge required to supervise and schedule work of a team or individuals.

It applies to individuals who perform a broad range of skilled tasks relating to the printing and graphic arts industry, and who may also provide some leadership and guidance to others in application and planning of the skills.

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

## Unit Sector

Support

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Plan and implement work schedules | 1.1 Tasks and/or jobs are identified and prioritised according to overall production schedule<br>1.2 Timelines, personnel and equipment are identified for each job and task<br>1.3 Schedules are communicated logically and in an easily understood manner<br>1.4 Changes to schedules are implemented through reorganisation of priorities, with reasons being clearly conveyed to the team or |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | individuals<br>1.5 Priority of tasks is communicated to the team or individuals |
| 2. Monitor performance of tasks | 2.1 Required standard is effectively communicated to the team or individuals to ensure understanding of allotted task<br>2.2 Instruction or support to achieve required standard is provided as necessary<br>2.3 Standard of performance is monitored, including quality standards, to ensure achievement of outcomes, and is reported according to enterprise procedures<br>2.4 Completion times of tasks/jobs are monitored and scheduling is adjusted as appropriate |
| 3. Monitor and support development of teams or individuals | 3.1 Team or worker performance is monitored to determine effectiveness and is reported according to enterprise procedures<br>3.2 Support is provided to individuals or teams to ensure full participation<br>3.3 Procedures are provided to assist interaction and feedback on effectiveness between teams and individuals |
| 4. Monitor application of WHS in the work area | 4.1 Implementation of standards, both work health and safety (WHS) and environmental, is monitored to determine safety in the work area requirements<br>4.2 Strategies for prevention or correction of problems are determined from the monitoring process<br>4.3 Recommendations for prevention or correction are made to achieve established standards |
| 5. Communicate with management, work teams and individuals | 5.1 All information affecting work is explained logically and in an easily understood manner to team coordinators, teams or individuals where appropriate<br>5.2 Effective and appropriate information provision is carried out with management and/or external personnel<br>5.3 Written reports are concise and conform to enterprise procedures |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*


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| Skill | Performance Criteria | Description |
|---|---|---|
| Reading | 1.1, 1.3, 1.4, 2.4, 3.1, 3.3, 4.1 | • Recognises relevant text within organisational documents and follows written instructions |
| Writing | 1.1, 1.4, 2.3, 2.4, 3.1, 3.3, 4.3, 5.1-5.3 | • Records numerical and textual information related to outcomes of the job |
| Oral Communication | 1.3-1.5, 2.1, 2.2, 3.2, 3.3, 4.3, 5.1-5.3 | • Provides explanations using vocabulary and non-verbal features appropriate for audience and context |
| Numeracy | 1.2-1.4, 2.4 | • Uses simple mathematical calculations related to timeframes and schedules |
| Navigate the world of work | 2.3, 3.1, 4.1, 5.3 | • Recognises and follows organisational and legislative requirements associated with own role |
| Interact with others | 1.3-1.5, 2.1, 2.2, 3.2, 3.3, 4.3, 5.1-5.3 | • Uses appropriate communication protocols and conventions to convey information to co-workers<br>• Plays a lead role in collaborating, consulting and cooperating with co-workers to achieve shared understanding of individual roles and group objectives |
| Get the work done | 1.1, 1.2, 2.3, 2.4, 4.2 | • Takes responsibility for planning and organising own workload and workloads of others<br>• Initiates standard procedures when responding to familiar problems within immediate context |

# Unit Mapping Information

| Code and title current version | Code and title previous version | Comments | Equivalence status |
|---|---|---|---|
| ICPSUP455 Supervise and schedule work of others | ICPSU455C Supervise and schedule work of others | Updated to meet Standards for Training Packages | Equivalent unit |

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d


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# Assessment Requirements for ICPSUP455 Supervise and schedule work of others

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with ICP Printing and Graphic Arts Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- effectively schedule and supervise a team or individuals
  - create a portfolio of documents showing:
  - planning, implementing and monitoring schedules
  - monitoring and reporting on the performance of others
  - providing support and feedback on performance to others
  - determining safety requirements in the work area
  - monitoring work health and safety and environmental standards. (Suitable documents for the portfolio include rosters, schedules, quality-related documentation and testimonials from superiors and workers being supervised.)

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

**WHS standards**

- explain who is responsible for work health and safety (WHS) standards in the workplace
- explain reporting procedures for WHS incidents

**Planning and implementing work schedules**

- explain how priority of jobs is determined
- describe work scheduling procedures used within the organisation
- explain why changes to scheduling might be needed

**Standards monitoring**

- outline information reported in performance monitoring


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- identify who is responsible for providing instruction to achieve the required standard

**Staff and workforce development**

- describe how often teams or individuals should be monitored on performance
- outline changes that can be made to enhance individual performance
- outline changes that can be made to enhance team performance
- list advantages of providing written reports to management.

# Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the Support field of work and include access special purpose tools, equipment and materials.

Assessors must satisfy NVR/AQTF assessor requirements.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a74b7a0f-a253-47e3-8be0-5d426e24131d


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# MEM05007C Perform manual heating and thermal cutting

## Modification History

Not Applicable

## Unit Descriptor

| | |
|---|---|
| **Unit descriptor** | This unit covers performing manual heating, thermal cutting and gouging including the assembly and disassembly and operation of the equipment on a range of materials (ferrous, non-ferrous and non-metallic) using a variety of methods. |

## Application of the Unit

| | |
|---|---|
| **Application of the unit** | This unit applies to manual, straight line cutting standards. Manual or automatic processes are used to cut and heat to specifications. Cutting may include flame gouging by hand. All work is carried out to legislative and regulatory requirements. Predetermined standards of quality and safety are observed and work is carried out following standard operating procedures.<br><br>**Band**: **A**<br>**Unit Weight**: **2** |

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

| | | |
|---|---|---|
| **Prerequisite units** | | |
| | | |


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| **Prerequisite units** | | |
|---|---|---|
| | | |

## Employability Skills Information

| **Employability skills** | 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. Assemble/disassemble plant and equipment | 1.1. Accessories and equipment are correctly selected and assembled for manual heating and thermal cutting. |
| 2. Operate heating and thermal cutting equipment | 2.1. Cutting process and/or procedure appropriate for material is selected.<br>2.2. All safety procedures are observed.<br>2.3. Equipment start-up procedures are followed correctly to standard operating procedures.<br>2.4. Equipment adjustments are made correctly using standard operating procedures.<br>2.5. Appropriate cutting allowances are made.<br>2.6. Material is used in the most economical way.<br>2.7. Defects are identified and corrective action is taken to standard operating procedures.<br>2.8. Material is heated and cut to specification. |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | 2.9. Shape/size/length is to accepted workplace standards. |

# Required Skills and Knowledge

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required skills**

Look for evidence that confirms skills in:

- performing pre-start checks
- safely starting equipment
- following standard operating procedures
- adjusting equipment to operating specifications
- making cutting allowances
- economising material and minimising wastage
- identifying cutting defects and taking corrective action
- heating and cutting materials to specifications
- reading and interpreting routine information on written job instructions, specifications and standard operating procedures. May include drawings
- following oral instructions
- performing measurements needed to meet the requirements of this unit
- entering routine and familiar information onto proformas and standard workplace forms

**Required knowledge**

Look for evidence that confirms knowledge of:

- cutting processes appropriate to various materials
- heating and cutting specifications
- procedures for heating and cutting
- the tools, equipment and techniques for heating and cutting
- assembling procedures for equipment and accessories
- hazards and control measures associated with manual heating and thermal cutting
- use and application of personal protective clothing and equipment
- equipment pre-checks and operation
- procedures for adjusting heating and cutting equipment


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| **REQUIRED SKILLS AND KNOWLEDGE** |
|---|
| • cutting allowances and reasons for applying them<br>• procedures for minimising waste material<br>• reasons for minimising waste material<br>• cutting defects and their causes<br>• procedures for correcting cutting defects<br>• tools, equipment and techniques required to correct cutting defects<br>• use and application of personal protective equipment<br>• safe work practices and procedures |

# Evidence Guide

| **EVIDENCE GUIDE** | |
|---|---|
| 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. | |
| **Overview of assessment** | A person who demonstrates competency in this unit must be able to perform manual heating and thermal cutting. |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts. |
| **Context of and specific resources for assessment** | This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.<br><br>This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with manual heating/thermal cutting or other units requiring the exercise of the skills and knowledge covered by this unit. |


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| **EVIDENCE GUIDE** | |
|---|---|
| **Method of assessment** | Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questions should not require language, literacy and numeracy skills beyond those required in this unit. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials. |
| **Guidance information for assessment** | |

# 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. | |
| **Cutting** | Use of hand held and self-propelled straight line cutters |
| **Process** | Fuel gas, oxy fuel gas and air fuel gas |
| **Material** | Various thicknesses and types including ferrous, non-ferrous and non-metallic materials |


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# Unit Sector(s)

| **Unit sector** | |
|---|---|

# Co-requisite units

| **Co-requisite units** | | |
|---|---|---|
| | | |
| | | |

# Competency field

| **Competency field** | Fabrication |
|---|---|


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# MEM05012C Perform routine manual metal arc welding

## Modification History

Not Applicable

## Unit Descriptor

| | |
|---|---|
| **Unit descriptor** | This unit covers preparing the materials and carrying out routine manual metal arc welding (MMAW). |

## Application of the Unit

| | |
|---|---|
| **Application of the unit** | This unit applies in a maintenance or manufacturing environment where the welding is not required to meet an Australian standard or equivalent. Fillet and butt welds would typically be performed on low carbon/mild steels.<br><br>Where welding is required to AS 1554 General Purpose or equivalent codes, occupational health and safety regulations and/or licensing requirements, Unit MEM05015D (Weld using manual metal arc welding process) should be selected.<br><br>**Band**: **A**<br><br>**Unit Weight**: **2** |

## Licensing/Regulatory Information

Refer to Application of the Unit

## Pre-Requisites

| | | |
|---|---|---|
| **Prerequisite units** | | |
| | | |



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| **Prerequisite units** | | |
|---|---|---|
| | | |

## Employability Skills Information

| **Employability skills** | 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. Identify weld requirements | 1.1. Weld requirements are identified from job instructions.<br>1.2. Location of welds is identified in accordance with standard operating procedures and job specifications. |
| 2. Prepare materials for welding | 2.1. Materials are cleaned and prepared ready for welding. |
| 3. Prepare equipment for welding | 3.1. Welding equipment is set up correctly.<br>3.2. Correct electrodes are selected to suit application and settings. |
| 4. Perform routine welding using MMAW | 4.1. Safe welding practices are applied.<br>4.2. Materials are welded to job requirements.<br>4.3. Welds are cleaned in accordance with standard operating procedures. |


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# Required Skills and Knowledge

| **REQUIRED SKILLS AND KNOWLEDGE** |
|---|
| This section describes the skills and knowledge required for this unit. |
| **Required skills** |
| Look for evidence that confirms skills in:<br>• preparing materials and electrodes<br>• setting up welding equipment<br>• welding with MMAW<br>• reading and interpreting routine information on written job instructions, specifications and standard operating procedures<br>• performing measurements for joint preparation and routine MMAW |
| **Required knowledge** |
| Look for evidence that confirms knowledge of:<br>• material and equipment preparation<br>• properties and characteristics of materials and consumables<br>• weld characteristics<br>• equipment set-up and settings<br>• MMAW processes and properties<br>• post-welding treatments<br>• safe welding practices<br>• use and application of personal protective equipment |

# Evidence Guide

| **EVIDENCE GUIDE** | |
|---|---|
| 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. | |
| **Overview of assessment** | A person who demonstrates competency in this unit must be able to prepare materials and carry out routine manual metal arc welding (MMAW). |


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| **EVIDENCE GUIDE** | |
|---|---|
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts. |
| **Context of and specific resources for assessment** | This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, i.e. the candidate is not in productive work, then appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.<br><br>This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with performing routine manual metal arc welding or other units requiring the exercise of the skills and knowledge covered by this unit. |
| **Method of assessment** | Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning should not require language, literacy and numeracy skills beyond those required in this unit. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials. |
| **Guidance information for assessment** | |

# Range Statement

| **RANGE STATEMENT** |
|---|


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| **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. | |
| **Materials** | Low and mild carbon steel or similar |
| **Prepared** | Cleaning, setting up jigs, fixtures, clamps, joint preparation |
| **Welding equipment** | Welding leads, welding machines, electrode holder etc. |
| **Cleaned** | Slag and spatter, cleaning, using files and grinders |

# Unit Sector(s)

| **Unit sector** | |
|---|---|

# Co-requisite units

| **Co-requisite units** | | |
|---|---|---|
| | | |
| | | |

# Competency field

| **Competency field** | Fabrication |
|---|---|


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# MEM07001B Perform operational maintenance of machines/equipment

## Modification History

Not Applicable

## Unit Descriptor

| | |
|---|---|
| **Unit descriptor** | This unit covers carrying out programmed safety and maintenance checks on machines/equipment. |

## Application of the Unit

| | |
|---|---|
| **Application of the unit** | This unit mainly applies in a manufacturing setting, where routine programmed operational maintenance to machines/equipment is required. It is not intended to be used where higher level maintenance activities are performed.<br><br>Machines/equipment range includes manual, semi-automatic and automatic machines of a stand-alone continuous production or process nature.<br><br>This unit should not be selected when any of the following are selected: Unit MEM18055B (Dismantle, replace and assemble engineering components), Unit MEM18006C (Repair and fit engineering components), Unit MEM07005C (Perform general machining).<br><br>**Band**: **A**<br><br>**Unit Weight**: **2** |

## Licensing/Regulatory Information

Not Applicable



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# Pre-Requisites

| **Prerequisite units** | | |
|---|---|---|
| **Path 1** | MEM18001C | Use hand tools |
| | | |

# Employability Skills Information

| **Employability skills** | 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. Undertake programmed safety and maintenance checks | 1.1. Checks are undertaken safely and to prescribed procedure.<br>1.2. Status/report is recorded on proforma or reported orally. |
| 2. Undertake programmed maintenance | 2.1. Removal/replacement of consumable components is undertaken to prescribed procedure and instructions are followed.<br>2.2. Fluids and lubricants are replaced and/or topped up to prescribed schedule. |


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# Required Skills and Knowledge

| **REQUIRED SKILLS AND KNOWLEDGE**<br><br>This section describes the skills and knowledge required for this unit. |
|---|
| **Required skills** |
| Look for evidence that confirms skills in:<br>• undertaking programmed safety and maintenance checks<br>• undertaking programmed operational maintenance<br>• entering routine and familiar information onto proformas and standard workplace forms<br>• following routine information on written procedures<br>• following oral instructions<br>• orally reporting routine information |
| **Required knowledge** |
| Look for evidence that confirms knowledge of:<br>• programmed maintenance and safety check procedures for the specified machine/equipment<br>• recording/reporting requirements<br>• safe work practices and procedures<br>• hazards and control measures associated with operational maintenance of machines/equipment |

# Evidence Guide

| **EVIDENCE GUIDE** | |
|---|---|
| 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. | |
| **Overview of assessment** | A person who demonstrates competency in this unit must be able to perform operational maintenance of machines/equipment. Competency in this unit cannot be claimed until all prerequisites have been satisfied. |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required |


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| **EVIDENCE GUIDE** | |
|---|---|
| | knowledge, and be capable of applying the competency in new and different situations and contexts. |
| **Context of and specific resources for assessment** | This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.<br><br>This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with operational maintenance of machines/equipment or other units requiring the exercise of the skills and knowledge covered by this unit. |
| **Method of assessment** | Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials. |
| **Guidance information for assessment** | |

# 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 |


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| **RANGE STATEMENT** | |
|---|---|
| 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. | |
| **Machines/equipment** | Manual, semi-automatic and automatic machines of a stand-alone continuous production or process nature |
| **Checks** | Programmed safety and maintenance checks<br>Adjustments of a limited nature including safety guards, stops, wear pads and tool holders, nipping up glands and adjustment of scrapers and aprons |
| **Consumable components** | Air filters, oil wipers, grease containers, tool tips, indicator globes, fluids and lubricants, guides and limit switch actuators |

# Unit Sector(s)

| **Unit sector** | |
|---|---|

# Co-requisite units

| **Co-requisite units** | | |
|---|---|---|
| | | |
| | | |

# Competency field

| **Competency field** | Machine and process operations |
|---|---|


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# MEM14003B Undertake basic production scheduling

## Modification History

Not Applicable

## Unit Descriptor

| | |
|---|---|
| **Unit descriptor** | This unit covers identifying production requirements and capacities and preparing schedules for production of a component/part. |

## Application of the Unit

| | |
|---|---|
| **Application of the unit** | The unit applies to the scheduling of the manufacture of a single component, or a single assembly function, or for a single small production work unit or production cell, or a single production process where there are only a small number of constraints or variables.<br><br>**Band**: **B**<br>**Unit Weight**: **8** |

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

| **Prerequisite units** | | |
|---|---|---|
| | | |
| | | |


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# Employability Skills Information

| | |
|---|---|
| **Employability skills** | 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. Identify production requirements and capacities | 1.1. Engineering production data is identified and obtained in accordance with workplace procedures.<br>1.2. Inventory capacities and requirements are identified and obtained in accordance with workplace procedures.<br>1.3. Procurement and supply requirements and constraints are identified and obtained in accordance with workplace procedures.<br>1.4. Production capacity and constraints are identified and obtained in accordance with workplace procedures.<br>1.5. Standard times are identified and obtained in accordance with workplace procedures. |
| 2. Prepare schedule for production of a component/part | 2.1. Production of component is scheduled in accordance with production, inventory, procurements, time constraints, supply capacities and requirements.<br>2.2. Schedule is documented in accordance with accepted organisation procedures. |


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# Required Skills and Knowledge

| **REQUIRED SKILLS AND KNOWLEDGE**<br><br>This section describes the skills and knowledge required for this unit. |
|---|
| **Required skills** |
| Look for evidence that confirms skills in:<br>• obtaining, reading and interpreting production process data and procedure<br>• prioritising<br>• communicating<br>• time management<br>• organising<br>• documenting<br>• using project management tools such as Gantt Charts<br>• analysing<br>• performing arithmetic calculations |
| **Required knowledge** |
| Look for evidence that confirms knowledge of:<br>• scheduling techniques<br>• production methods<br>• quality assurance requirements<br>• inventory policies<br>• procurement, supply requirements and constraints<br>• general staffing levels, capabilities and application of standard times<br>• machine set-up, capability and application of standard times<br>• enterprise safety requirements and directives |

# Evidence Guide

| **EVIDENCE GUIDE** | |
|---|---|
| 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. | |
| **Overview of assessment** | A person who demonstrates competency in this unit must be able to schedule basic production. |


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| **EVIDENCE GUIDE** | |
|---|---|
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts. |
| **Context of and specific resources for assessment** | This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.<br><br>This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with basic scheduling or other units requiring the exercise of the skills and knowledge covered by this unit. |
| **Method of assessment** | Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning should not require language, literacy and numeracy skills beyond those required in this unit. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials. |
| **Guidance information for assessment** | |

# Range Statement

| **RANGE STATEMENT** |
|---|
| The range statement relates to the unit of competency as a whole. It allows for different |


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| **RANGE STATEMENT** | |
|---|---|
| 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. | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

# Unit Sector(s)

| **Unit sector** | |
|---|---|

# Co-requisite units

| **Co-requisite units** | | |
|---|---|---|
| | | |
| | | |


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# Competency field

| | |
|---|---|
| **Competency field** | Planning |


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# MEM16006A Organise and communicate information

## Modification History

Not Applicable

## Unit Descriptor

| | |
|---|---|
| **Unit descriptor** | This unit covers accessing, organising and communicating information related to processes or tasks. |

## Application of the Unit

| | |
|---|---|
| **Application of the unit** | This unit applies in manufacturing, engineering or related environments.<br><br>It may include information related to production, maintenance or associated processes. Information may be drawn from a variety of sources.<br><br>This unit includes the ability to communicate using common workplace terminology.<br><br>For access and recording of data requiring system knowledge and judgement, see Unit MEM16008A (Interact with computing technology).<br><br>**Band**: **A**<br><br>**Unit Weight**: **2** |

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

| | |
|---|---|
| **Prerequisite units** | |



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| **Prerequisite units** | |
|---|---|
| | |
| | |

## Employability Skills Information

| **Employability skills** | 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. Access information and/or records | 1.1. Information requirements of tasks are determined and relevant information is accessed from a range of sources.<br>1.2. Workplace terminology is correctly recognised. |
| 2. Organise and analyse information | 2.1. Information is interpreted and organised in accordance with enterprise and work requirements.<br>2.2. Information is analysed according to enterprise and work requirements. |
| 3. Communicate organised information using established workplace methods | 3.1. Information is communicated using established workplace methods. |


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# Required Skills and Knowledge

| **REQUIRED SKILLS AND KNOWLEDGE** |
|---|
| This section describes the skills and knowledge required for this unit. |
| **Required skills** |
| Look for evidence that confirms skills in:<br>• accessing relevant information from a range of sources<br>• recording, where appropriate, the accessed information<br>• recognising and using workplace terms<br>• reading, interpreting and following information in workplace documentation<br>• checking and clarifying information<br>• organising, categorising and sequencing information |
| **Required knowledge** |
| Look for evidence that confirms knowledge of:<br>• types of information<br>• available sources of information<br>• information analysis techniques<br>• methods of categorising and organising information<br>• methods of recording and communicating information |

# Evidence Guide

| **EVIDENCE GUIDE** | |
|---|---|
| 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. | |
| **Overview of assessment** | A person who demonstrates competency in this unit must be able to organise, analyse and communicate information. |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency |


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| **EVIDENCE GUIDE** | |
|---|---|
| | in new and different situations and contexts. |
| **Context of and specific resources for assessment** | This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.<br><br>This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with organising, analysing and communicating information or other units requiring the exercise of the skills and knowledge covered by this unit. |
| **Method of assessment** | Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials. |
| **Guidance information for assessment** | |

# 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 |


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| **RANGE STATEMENT** | |
|---|---|
| situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included. | |
| **Range of sources** | Job instructions, specifications, standard operating procedures, charts, lists, documents, computer data, drawings, sketches, tables, technical manuals and/or charts and other applicable reference material |
| **Workplace terminology** | Terminology - referring to equipment, processes, workplace areas, staff and procedures - specific to the processes and equipment used in the workplace |
| **Analyse** | Analysis for this unit involves simple determinations of relevance and implication for the employee's immediate work requirements |
| **Established workplace methods** | • Proforma reports<br>• Data entry e.g. bar coding and simple keyboard operations<br>• Verbal<br>• Drawings |

# Unit Sector(s)

| **Unit sector** | |
|---|---|

# Co-requisite units

| **Co-requisite units** | | |
|---|---|---|
| | | |
| | | |


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# Competency field

| | |
|---|---|
| **Competency field** | Communication |


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# MEM16008A Interact with computing technology

## Modification History

Not Applicable

## Unit Descriptor

| | |
|---|---|
| **Unit descriptor** | This unit covers accessing, inputting and storing information used in manufacturing, engineering or related environments, using computing technology. |

## Application of the Unit

| | |
|---|---|
| **Application of the unit** | This unit applies in manufacturing, engineering or related environments. It involves identifying the type and source of information required, and using the technology to access, input and store information. The equipment may include computers and a range of other equipment based on computing technology.<br><br>**Band**: **A**<br>**Unit Weight**: **2** |

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

| **Prerequisite units** | |
|---|---|
| | |
| | |


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# Employability Skills Information

| | |
|---|---|
| **Employability skills** | 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. Determine job requirements | 1.1. Nature and scope of task requirement are identified.<br>1.2. Information/data required to be accessed, input or stored is identified.<br>1.3. Source of information/data is identified. |
| 2. Access information/data | 2.1. Access procedures are followed.<br>2.2. Technology is navigated to find the required information/data.<br>2.3. Relevant software application menus, functions and commands are used to locate required information/data.<br>2.4. Information/data is retrieved using organisational procedures.<br>2.5. Information/data is checked for relevance to job requirements. |
| 3. Input information/data | 3.1. Relevant software menus, functions and commands are used to manipulate information/data.<br>3.2. Information/data is entered, changed, or removed as required. |
| 4. Store | 4.1. Data/files are saved following standard procedures |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| information/data | prior to exiting the application.<br>4.2. Data output is produced as required.<br>4.3. Procedures for shutting down/logging off/exiting computing technology are followed. |
| 5. Access assistance as required | 5.1. Appropriate personnel are identified and consulted as required.<br>5.2. Manuals, online help and other reference materials are identified and used as required. |

# Required Skills and Knowledge

| REQUIRED SKILLS AND KNOWLEDGE |
|---|
| This section describes the skills and knowledge required for this unit. |
| **Required skills** |
| Look for evidence that confirms skills in:<br>• ability to enter or retrieve data using appropriate software applications<br>• reading, interpreting and following information on written job instructions, specifications, standard operating procedures, charts, lists, drawings and other applicable reference documents<br>• planning and sequencing operations<br>• checking and clarifying task-related information<br>• using numerical operations within the scope of this unit |
| **Required knowledge** |
| Look for evidence that confirms knowledge of:<br>• functions and capabilities of various types of computing technology used in the workplace<br>• functions of software applications<br>• hazards and control measures associated with using computing technology, including housekeeping<br>• safe work practices and procedures |


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# Evidence Guide

| **EVIDENCE GUIDE** | |
|---|---|
| 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. | |
| **Overview of assessment** | A person who demonstrates competency in this unit must be able to interact with computing technology to achieve workplace outcomes. |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts. |
| **Context of and specific resources for assessment** | This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.<br><br>This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with interacting with computing technology or other units requiring the exercise of the skills and knowledge covered by this unit. |
| **Method of assessment** | Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning should not require language, literacy and numeracy skills beyond those required in this unit. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials. |
| **Guidance information for** | |


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| **EVIDENCE GUIDE** | |
|---|---|
| **assessment** | |

# 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. | |
| **Access procedures** | Logging on and security procedures, virus checks, start-up routines, application start-up |
| **Technology** | Hand held data recording devices, screen based equipment, personal computers, bar coders |
| **Applications** | • Word processing spreadsheets and databases<br>• Customised engineering and manufacturing applications<br>• Material Resource Planning (MRP)<br>• Warehousing inventory applications<br>• Predictive reliability and maintenance applications<br>• Production data management applications |
| **Data output** | Report, email, chart, graph, printout, data transfer, labels |

# Unit Sector(s)

| **Unit sector** | |
|---|---|


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# Co-requisite units

| **Co-requisite units** | | |
|---|---|---|
| | | |
| | | |

# Competency field

| **Competency field** | Communication |
|---|---|


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# MEM18001C Use hand tools

## Modification History

Not Applicable

## Unit Descriptor

| | |
|---|---|
| **Unit descriptor** | This unit covers using a range of hand tools for a variety of general engineering applications. |

## Application of the Unit

| | |
|---|---|
| **Application of the unit** | Applications may include hand tools used for adjusting, dismantling, assembling and finishing of items or components, and the finishing, cutting, scraping of metallic and non-metallic material to size and shape. This includes simple tapping and threading and routine maintenance of hand tools.<br><br>This unit should not be selected if the hand tool is dedicated to a single operation or machine and if only a machine specific/customised tool is used.<br><br>When using hand held power tools or power tools used for hand held operations, refer to Unit MEM18002B (Use power tools/hand held operations).<br><br>**Band**: **A**<br><br>**Unit Weight**: **2** |

## Licensing/Regulatory Information

Not Applicable



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# Pre-Requisites

| **Prerequisite units** | |
|---|---|
| | |
| | |

# Employability Skills Information

| **Employability skills** | 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. Use hand tools | 1.1. Hand tools are selected appropriate to the task requirements.<br>1.2. Hand tools are used to produce desired outcomes to job specifications which may include finish, tension, size or shape.<br>1.3. All safety requirements are adhered to before, during and after use.<br>1.4. Unsafe or faulty tools are identified and marked for repair according to designated procedures before, during and after use.<br>1.5. Routine maintenance of tools, including hand sharpening is undertaken according to standard |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | operational procedures, principles and techniques.<br>1.6. Hand tools are stored safely in appropriate location according to standard operational procedures and manufacturers' recommendations. |

# Required Skills and Knowledge

| REQUIRED SKILLS AND KNOWLEDGE |
|---|
| This section describes the skills and knowledge required for this unit. |
| **Required skills** |
| Look for evidence that confirms skills in:<br>• reading and following information on standard operating procedures<br>• following verbal instructions<br>• selecting hand tools appropriate to the task<br>• using hand tools safely<br>• identifying hand tool defects and marking for repair<br>• maintaining/sharpening hand tools using appropriate techniques<br>• storing hand tools in accordance with manufacturers'/standard operating procedures |
| **Required knowledge** |
| Look for evidence that confirms knowledge of:<br>• applications of different hand tools in a general engineering context<br>• common faults and/or defects in hand tools<br>• procedures for marking unsafe or faulty tools for repair<br>• routine maintenance requirements for a range of hand tools<br>• storage location and procedures for a range of hand tools<br>• hazards and control measures associated with using hand tools<br>• use and application of personal protective equipment<br>• safe work practices and procedures |


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# Evidence Guide

| **EVIDENCE GUIDE** | |
|---|---|
| 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. | |
| **Overview of assessment** | A person who demonstrates competency in this unit must be able to use hand tools for a range of general engineering applications. |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts. |
| **Context of and specific resources for assessment** | This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.<br><br>This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with using hand tools or other units requiring the exercise of the skills and knowledge covered by this unit. |
| **Method of assessment** | Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials. |
| **Guidance information for assessment** | |


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# 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. | |
| **Hand tools** | Hacksaws, hammers, punches, screwdrivers, sockets, wrenches, scrapers, chisels, gouges, wood planes and files of all cross-sectional shapes and types |
| **Job specifications** | Finish, tension, size or shape etc. |
| **Routine maintenance** | Cleaning, lubricating, tightening, simple tool repairs, hand sharpening and adjustments using engineering principles, tools, equipment and procedures |

# Unit Sector(s)

| | |
|---|---|
| **Unit sector** | |

# Co-requisite units

| **Co-requisite units** | | |
|---|---|---|
| | | |
| | | |


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# Competency field

| | |
|---|---|
| **Competency field** | Maintenance and diagnostics |


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# MEM18002B Use power tools/hand held operations

## Modification History

Not Applicable

## Unit Descriptor

| | |
|---|---|
| **Unit descriptor** | This unit covers using a range of hand held power tools and fixed power tools for hand held operations for a variety of general engineering applications. |

## Application of the Unit

| | |
|---|---|
| **Application of the unit** | This unit applies to loosening and fastening items or components and shaping, finishing, cutting, grinding metallic and non-metallic materials and/or tool bits to size and shape.<br><br>This unit should not be selected if the power tools used are dedicated to an operation or machine, e.g. nut-runner, air drill, power driver, etc.<br><br>For using hand tools, see Unit MEM18001C (Use hand tools).<br><br>**Band**: **A**<br><br>**Unit Weight**: **2** |

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

| | |
|---|---|
| **Prerequisite units** | |


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| **Prerequisite units** | |
|---|---|
| | |
| | |

## Employability Skills Information

| **Employability skills** | 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. Use power tools | 1.1. Power tools are selected appropriate to the task requirements.<br>1.2. Power tools are used for a determined sequence of operations - which may include clamping, alignment and adjustment to produce desired outcomes - to job specifications which may include finish, size or shape.<br>1.3. All safety requirements are adhered to before, during and after use.<br>1.4. Unsafe or faulty tools are identified and marked for repair before, during and after use according to designated procedures.<br>1.5. Operational maintenance of tools, including hand sharpening, is undertaken according to standard |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | workplace procedures, principles and techniques.<br>1.6. Power tools are stored safely in appropriate location according to standard workshop procedures and manufacturers' recommendations. |

# Required Skills and Knowledge

| REQUIRED SKILLS AND KNOWLEDGE |
|---|
| This section describes the skills and knowledge required for this unit. |
| **Required skills** |
| Look for evidence that confirms skills in:<br>• reading and following information on standard operating procedures<br>• following verbal instructions<br>• selecting power tools appropriate to the task<br>• using power tools safely<br>• using clamping/securing devices<br>• identifying power tool defects<br>• maintaining power tools using appropriate techniques<br>• sharpening tools/tool bits within the scope of this unit<br>• storing power tools according to manufacturers'/ standard operating procedures. |
| **Required knowledge** |
| Look for evidence that confirms knowledge of:<br>• application of different power tools<br>• clamping/securing methods<br>• adjustments/alignments to a range of power tools<br>• common faults and/or defects in power tools<br>• procedures for marking unsafe or faulty power tools for repair<br>• routine maintenance requirements of a range of power tools<br>• tool sharpening techniques for a range of power tools<br>• storage location and procedures of a range of power tools<br>• hazards/control measures associated with power tools<br>• use and application of personal protective equipment<br>• safe work practices and procedures |


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# Evidence Guide

| **EVIDENCE GUIDE** | |
|---|---|
| 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. | |
| **Overview of assessment** | A person who demonstrates competency in this unit must be able to use power tools/hand held operations. |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts. |
| **Context of and specific resources for assessment** | This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.<br><br>This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with using power tools/hand held operations or other units requiring the exercise of the skills and knowledge covered by this unit. |
| **Method of assessment** | Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning should not require language, literacy and numeracy skills beyond those required in this unit. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials. |


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| **EVIDENCE GUIDE** | |
|---|---|
| **Guidance information for assessment** | |

# 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. | |
| **Power tools** | Electric or pneumatic/hydraulic drills, grinders, jigsaws, nibblers, cutting saws, sanders, planers, routers, pedestal drills and pedestal grinders |
| **Clamping** | Multigrips, vices, jigs and fixtures, clamps etc. |
| **Job specifications** | Finish, size or shape etc. |
| **Operational maintenance** | Hand sharpening, cleaning, lubricating, tightening<br>Simple tool repairs and adjustments using engineering principles, tools, equipment and procedures to statutory and regulatory requirements |

# Unit Sector(s)

| **Unit sector** | |
|---|---|


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# Co-requisite units

| **Co-requisite units** | | |
|---|---|---|
| | | |
| | | |

# Competency field

| **Competency field** | Maintenance and diagnostics |
|---|---|


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# MEM20003A Install and upgrade locks and hardware

## Modification History

Not Applicable

## Unit Descriptor

| | |
|---|---|
| **Unit descriptor** | This unit covers installing and upgrading locks/locking systems and lock furniture, including providing advice on installation and upgrade requirements and instructing clients on the use of the product. |

## Application of the Unit

| | |
|---|---|
| **Application of the unit** | This unit applies across commercial, industrial and domestic applications. It requires the ability to plan and administer the installation process from start to completion. Work would be carried out mainly off-site, and to organisational, industry and legislative requirements.<br><br>Fitting of door control devices is covered in Unit MEM20005A (Install and maintain door control devices/systems)<br><br>**Band**: **A**<br><br>**Unit Weight**: **4** |

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

| | |
|---|---|
| **Prerequisite units** | |



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| **Prerequisite units** | | |
|---|---|---|
| Path 1 | MEM18001C | Use hand tools |
| | MEM18002B | Use power tools/hand held operations |

## Employability Skills Information

| **Employability skills** | 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. Establish installation and upgrade requirements | 1.1. Customer requirements and work order/instructions are identified and clarified with appropriate person/s as required in accordance with organisational requirements.<br>1.2. Customer is advised of products, product options and possible upgrade options in accordance with organisational and customer requirements.<br>1.3. Installation procedure is established in accordance with work order and with minimal disruption to customer, services or normal work routines. |
| 2. Organise and prepare installation | 2.1. Appropriate and serviceable tools, equipment, and materials are selected and obtained in accordance with organisational requirements, procedures and |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | fitting instructions.<br>2.2. A safe work site is established and maintained in accordance with OHS, legislative and organisational requirements.<br>2.3. Suitable safety and personal protective equipment is selected and used in accordance with OHS, legislative and organisational requirements.<br>2.4. Access to site and specific site requirements are established, and appropriate arrangements made in accordance with client and organisational requirements. |
| 3. Install and upgrade locks and hardware | 3.1. Installation location is prepared, measured and marked out as appropriate.<br>3.2. Locks and hardware are fitted in accordance with manufacturer specifications and organisational requirements.<br>3.3. Lock and hardware function is checked for correct functioning and operational problems are rectified.<br>3.4. Work is carried out using safe work procedures and practices and in accordance with applicable legislation, codes, regulations and standards.<br>3.5. Problems affecting the installation are identified and variations to installation are discussed and resolved with appropriate persons. |
| 4. Complete the installation | 4.1. Work site is cleaned and left in presentable condition in accordance with original presentation, client requirements, industry standards and organisational requirements.<br>4.2. Final inspections are undertaken to ensure installation conforms with industry, legislative and order requirements.<br>4.3. Client is notified of job completion and client acceptance is obtained in accordance with organisational procedures.<br>4.4. Client is instructed on use of product in accordance with organisational requirements and manufacturer specifications.<br>4.5. Relevant documentation is accurately completed and processed in accordance with industry, legislative and organisational requirements. |


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# Required Skills and Knowledge

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required skills**

Look for evidence that confirms skills in:

- measuring and marking out with tape measures, rules, squares and templates
- identify existing fixtures and fittings (if any) including type and quality of construction
- establishing customer requirements such as location, product type/colour/function, compatibility with existing hardware
- communicating product information
- interpreting fitting instructions/templates/terminology
- planning stages/steps for installation or upgrade and suitable timeframe for installation
- checking tools for serviceability
- selecting appropriate tools for the type of products, materials and conditions
- identifying and assessing hazards
- using safety and personal protective equipment
- safely using tools and equipment
- drilling, filing, fixing
- applying safe work practices
- assessing the potential for unforeseen problems and incidents to affect the installation
- testing and confirming function of locks and hardware
- completing and processing documentation

**Required knowledge**

Look for evidence that confirms knowledge of:

- utility and application of locks/hardware/accessories
- fixtures (doors, frames, windows etc.) and their type of construction, such as foam fill, hollow, clad, steel, aluminium and other materials
- types and functions of locks, hardware and accessories to suit different fixtures and materials
- factors for determining customer requirements
- factors affecting suitable options including intended use, cost, compatibility with existing hardware
- installation procedures for locks/hardware/accessories
- terminology relating to lock products and installation
- tools and equipment for installing locks, hardware and lock furniture


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| **REQUIRED SKILLS AND KNOWLEDGE** |
|---|
| • use of specialised tools, such as morticers, routers, jigs, cherry centre<br>• materials, parts and components for installation of locks and lock furniture<br>• hazards and risks to installer, client and public<br>• applicable legislation, local regulations<br>• safety and emergency measures and safe work practices to avoid or minimise potential and actual hazards<br>• individual responsibilities and duty of care<br>• types and uses of personal protective equipment<br>• access and installation factors, such as site safety issues, night access, disruption to client work routines, installation environment, building codes<br>• procedures for measuring and marking lock and lock furniture positions<br>• installation procedures for locks and lock furniture<br>• effects of incorrect installation<br>• common installation problems<br>• troubleshooting and lock testing methods<br>• potential installation problems and incidents, including breakdowns, environmental, physical, time and cost restrictions, product supply problems<br>• strategies for resolving problems and incidents<br>• procedures and industry standards for site clean-up<br>• organisational requirements for final inspection<br>• organisational requirements for client acceptance<br>• manufacturer specifications, uses, limitations and warranties for relevant product/s<br>• procedures to complete and process relevant documentation, including installation details, costings, materials used, records of faults and damage, installation problems and factors, testing and inspection results<br>• environmentally safe disposal procedures for packaging and other waste<br>• procedures for client notification and acceptance of job completion |

# Evidence Guide

| **EVIDENCE GUIDE** | |
|---|---|
| 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. | |
| **Overview of assessment** | A person who demonstrates competency in this unit must be able to install and upgrade locks and hardware. Competency in this unit cannot be claimed until all |


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| **EVIDENCE GUIDE** | |
|---|---|
| | prerequisites have been satisfied. |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts. |
| **Context of and specific resources for assessment** | This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.<br><br>This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with installing and upgrading locks and hardware, or other units requiring the exercise of the skills and knowledge covered by this unit. |
| **Method of assessment** | Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials. |
| **Guidance information for assessment** | |


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# 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. | |
| **Customer requirements** | May relate to product type, function and capabilities, access issues, installation locations and positions, upgrade information, service and maintenance requirements, product operation and warranty information, costings |
| **Work order/instructions** | Schedules, timeframes, access and site information, products, installation and upgrade requirements, specific client requests, materials, costings, warranties and service information, legislation, codes and regulatory requirements, OHS factors and requirements |
| **Organisational requirements** | Quality assurance standards and procedures, service standards, safety and OHS practices and obligations, resource storage and use, organisational processes and procedures, documentation processes, product and process training |
| **Tools**, **equipment and other materials** | Hand tools, power tools and accessories, fixing tools, special-purpose equipment, lubricants, adhesives and sealants, cleaning materials, wire and cable, vacuum, door&window and frame materials e.g. aluminium, timber, MDF |
| **Safety and personal protective equipment** | Night hats, signs, barriers, masks/goggles/safety glasses, earmuffs/plugs, vests, hard hats, gloves, knee pads, safety boots, warning signs and tapes, fire extinguisher, first aid kit |
| **Locks and hardware** | Cylinder nightlatches and deadlocks, lever and cylinder mortice locks, tubular deadbolts, key in knob, key in lever, tie bolts, door control devices, exit devices, lockable bolts, peep holes, window locks |
| **Safe work procedures and** | Risk identification and assessment, non |


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| **RANGE STATEMENT** | |
|---|---|
| **practices** | compliance with building codes and regulations, safety practices and regulations, safe use of tools and equipment, individual responsibilities and obligations, safety training and procedures, emergency and first aid procedures, working in confined spaces, use of personal protective equipment, industry standards and codes of practice, dust and fibres in relation to MDF and possible asbestos |
| **Legislation**, **codes**, **regulations and standards** | Industry licensing, industry codes of practice, privacy laws, Australian standards, building codes and those of other regulatory bodies, quality assurance, organisational standards and practices, awards and enterprise agreements, competition, trade and consumer protection laws |

# Unit Sector(s)

| **Unit sector** | |
|---|---|

# Co-requisite units

| **Co-requisite units** | | |
|---|---|---|
| | | |
| | | |

# Competency field

| **Competency field** | Locksmithing |
|---|---|


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# MEM20005A Install and maintain door control devices/systems

## Modification History

Not Applicable

## Unit Descriptor

| | |
|---|---|
| **Unit descriptor** | This unit covers selecting, installing, fault finding and adjusting a range of door control devices and door control systems. |

## Application of the Unit

| | |
|---|---|
| **Application of the unit** | This unit applies to the correct selection and installation of mechanical door control devices and door control systems in commercial, industrial and domestic environments.<br><br>It requires the ability to identify maintenance requirements, use safe and efficient work practices to inspect, service and repair mechanical door control devices, maintain a hazard-free work area and accurately document and maintain information systems.<br><br>**Band**: **A**<br><br>**Unit Weight**: **2** |

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

| | | |
|---|---|---|
| **Prerequisite units** | | |
| **Path 1** | MEM18001C | Use hand tools |



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| **Prerequisite units** | | |
|---|---|---|
| | MEM18002B | Use power tools/hand held operations |

## Employability Skills Information

| **Employability skills** | 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. Prepare for installation and service | 1.1. Work order is reviewed and clarified with appropriate person(s) as required in accordance with organisational requirements.<br>1.2. Tools, equipment and materials are selected appropriate to job requirements and checked for operational effectiveness in accordance with manufacturers' specifications.<br>1.3. Faulty or unsafe tools are identified and segregated for repair or replacement in accordance with organisational procedures.<br>1.4. Potential and existing risks and hazards associated with maintenance activities are identified and controlled in accordance with OHS policies and procedures and organisational requirements.<br>1.5. Suitable personal protective equipment is selected |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | and maintained in accordance with OHS and organisational requirements. |
| 2. Install door control devices/systems | 2.1. All work is conducted using safe operating practices in accordance with OHS and organisational requirements.<br>2.2. The appropriate door control device/systems are selected for the given door type and specifications.<br>2.3. Door control devices/systems are installed in accordance with manufacturers' specifications, work order and OHS requirements legislative and organisational requirements.<br>2.4. Door control devices/systems are checked for correct operation and adjusted as necessary. |
| 3. Service door control device | 3.1. Checks are conducted on door control devices/systems and/or components to identify any damage, friction or sticking in accordance with manufacturers' specifications.<br>3.2. Assessment of viability for continued operation or replacement of door control device.<br>3.3. Door control devices/systems and/or components are adjusted in accordance with manufacturers' specifications, work order and OHS requirements legislative and organisational requirements. |
| 4. Complete installation or service | 4.1. Notification of work completion is made to appropriate person(s) in accordance with organisational procedures.<br>4.2. Documentation is promptly and accurately completed and processed in accordance with industry, legislative and organisational requirements.<br>4.3. Work area, tools and equipment are cleaned and stored in accordance with OHS and organisational requirements.<br>4.4. Malfunctions, faults, wear or damage to tools is reported for repair or replacement in accordance with organisational policy and procedures.<br>4.5. Waste from service and repair activities is collected, treated and disposed or recycled in accordance with organisational and environmental requirements. |


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# Required Skills and Knowledge

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required skills**

Look for evidence that confirms skills in:

- communicating in a clear and concise manner
- using appropriate tools and equipment
- lubricating mechanical locks and locking systems
- demonstrating basic logic and lateral thinking processes
- disassembling/reassembling mechanical locks/locking systems
- identifying faults
- reading and interpreting specifications, charts and diagrams
- methodically organising and prioritising work tasks
- solving routine problems
- working in confined spaces
- accurately estimating materials, tools and equipment requirements
- applying safe and environmentally aware workplace practices

**Required knowledge**

Look for evidence that confirms knowledge of:

- types, functions and specifications of door control devices/systems
- correct selection of door control devices
- operational principles of door control devices/systems
- common door control devices/systems faults
- maintenance requirements of door control devices/systems
- tests to confirm door control devices/systems operation
- procedures to disassemble/reassemble
- technical terminology
- types of doors and windows and mechanical system applications
- maintenance risks and hazards
- working in confined space procedures
- duty of care


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# Evidence Guide

| **EVIDENCE GUIDE** | |
|---|---|
| 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. | |
| **Overview of assessment** | A person who demonstrates competency in this unit must be able to install and maintain door control devices/systems across a range of areas. Competency in this unit cannot be claimed until all prerequisites have been satisfied. |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts. |
| **Context of and specific resources for assessment** | This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.<br><br>This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with installing and maintaining door control systems/devices, or other units requiring the exercise of the skills and knowledge covered by this unit. |
| **Method of assessment** | Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials. |


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| **EVIDENCE GUIDE** | |
|---|---|
| **Guidance information for assessment** | |

# 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. | |
| **Work order** | Work schedules, completion dates, job requirements and tasks, specific client requirements, access to site and specific site requirements, resource requirements, OHS requirements, compliance with relevant legislation, budget allocations, warranties and service information |
| **Appropriate person(s)** | Installer, sub contractor, technician, supervisor, manager, director, client |
| **Organisational requirements** | Legal and organisational operational policies and procedures, operations manuals, induction and training materials, insurance policy agreements, client and organisational confidentiality requirements, organisational goals/objectives/plans/systems/ processes, employer and employee rights and responsibilities, own role, responsibility and delegation, quality and continuous improvement processes and standards, client service standards, defined resource parameters, OHS policies/procedures/programs, emergency and evacuation procedures, duty of care, code of conduct, code of ethics, access and equity policy, principles and practice, records and information systems and processes, communication channels and reporting procedures |


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| **RANGE STATEMENT** | |
|---|---|
| **Tools and equipment** | Hand tools, fixing tools, strippers, router, file, drill, power saw, spirit level, soldering iron, welder, ladder, hoist, drop sheet, batteries, master key plans, personal protective equipment, communications equipment |
| **Materials** | Solder, insulation tape, springs, pins, graphite powder, oil, silicon, dry lube, grease, lockease, glue, paint, patch materials, electronic components, cleaning compounds, key blanks |
| **Risks and hazards** | Non-compliance with building codes and regulations, exposed electrical wiring, manual handling, exposure to asbestos, dust, noise, live power, vermin, water, glass fibre, building debris, natural and other gas build-up |
| **Maintenance** | Cleaning, inspection, lubrication, routine repairs, identification of worn parts, confirming operation, adjustments, key cutting, replacement of worn parts |
| **OHS policies and procedures** | Hazardous and risk assessment mechanisms, implementation of safety regulations, safety training, safety systems incorporating - work clearance procedures, isolation procedures, gas and vapour, monitoring/testing procedures, use of protective equipment and clothing, use of codes of practice |
| **Personal protective clothing and equipment** | Masks, safety glasses, head protection, ear muffs, safety boots, knee pads, gloves, warning signs and tapes, first aid kit |
| **Door control devices/systems** | Surface mounted door closers, semi concealed door closers, concealed closers, semi automatic/automatic door control devices, exit devices |
| **Safe operating practices** | Working safely around electrical wiring, cables and overhead power lines, working safely around tools and equipment, hazard recognition, emergency procedures, awareness of electrical hazards, following confined spaces procedures, administering first aid |


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| **RANGE STATEMENT** | |
|---|---|
| **Applicable legislation**, **codes and national standards** | Compliance with Australian building codes and regulations, compliance with Australian Communications Authority (ACA) cabling standards, EPA noise control regulations, relevant Commonwealth/State/Territory legislation which affect organisational operation - OHS and safe work practices, environmental issues, equal employment opportunity, industrial relations, anti-discrimination and diversity, licensing arrangements, Australian standards, quality assurance and certification requirements, relevant industry codes of practice, trade practices, award and enterprise agreements, privacy requirements and privacy related legislation |
| **Documentation** | Completion of work log, mechanical lock/locking system problems/faults, warranty conditions and allowances, recommendation for repairs, operational checks and maintenance conducted, testing and commissioning results, parts and components replaced, materials used, recommendations for future operation and maintenance, costings |

# Unit Sector(s)

| **Unit sector** | |
|---|---|

# Co-requisite units

| **Co-requisite units** | | |
|---|---|---|
| | | |
| | | |


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# Competency field

| | |
|---|---|
| **Competency field** | Locksmithing |


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# MEM30017A Use basic preventative maintenance techniques and tools

## Modification History

Not Applicable

## Unit Descriptor

| | |
|---|---|
| **Unit descriptor** | This unit covers supporting the implementation of a preventative maintenance strategy for a manufacturing enterprise. |

## Application of the Unit

| | |
|---|---|
| **Application of the unit** | This unit may apply to a range of predictive or proactive maintenance strategies within a manufacturing environment. The unit covers skills to enable participation across the most common preventative maintenance strategies and introduces the most common techniques and statistical tools. All work is undertaken under supervision.<br><br>**Band**: **0**<br>**Unit Weight**: **0** |

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

| | | |
|---|---|---|
| **Prerequisite units** | | |
| | | |
| | | |


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# Employability Skills Information

| | |
|---|---|
| **Employability skills** | 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. Interpret enterprise maintenance strategy | 1.1. Objectives and details of enterprise maintenance strategy are obtained in accordance with enterprise procedures.<br>1.2. Major techniques and tools for monitoring are confirmed in consultation with key stakeholders and supervisor. |
| 2. Use preventative maintenance techniques and tools | 2.1. Techniques and tools are selected and confirmed in consultation with key stakeholders and supervisor in accordance with enterprise requirements.<br>2.2. Key information and performance indicators required are identified in consultation with key stakeholders and supervisor.<br>2.3. Data collection is undertaken as required. |
| 3. Interpret results | 3.1. Actual information/performance indicators are compared with target levels set by supervisors and/or equipment manufacturers.<br>3.2. Required adjustments are developed in consultation with key stakeholders and supervisor. |


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# Required Skills and Knowledge

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required skills**

Look for evidence that confirms skills in:

- conducting root cause analysis
- identifying mean time between failures
- basic analysis of the effects of failures
- conducting condition monitoring
- analysing
- assessing
- communicating
- problem solving
- reading, interpreting and following information on written job instructions, specifications, standard operating procedures, charts, lists, drawings and other applicable reference documents
- planning and sequencing operations
- checking for conformance to specifications
- checking and clarifying task-related information

**Required knowledge**

Look for evidence that confirms knowledge of:

- characteristics and strengths of different types of strategies
- characteristics and strengths of different types of techniques and tools
- principles of process equipment and how to improve its reliability
- resources required and how to obtain them
- hazard and control measures associated with using basic preventative maintenance techniques and tools, including housekeeping
- use and application of personal protective equipment
- safe work practices and procedures

# Evidence Guide

**EVIDENCE GUIDE**



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| **EVIDENCE GUIDE** | |
|---|---|
| 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. | |
| **Overview of assessment** | A person who demonstrates competency in this unit must be able to use basic preventative maintenance techniques and tools. |
| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts. |
| **Context of and specific resources for assessment** | This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, i.e. the candidate is not in productive work, an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.<br><br>This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with using basic preventative maintenance techniques and tools, or other units requiring the exercise of the skills and knowledge covered by this unit. |
| **Method of assessment** | Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning should not require language, literacy and numeracy skills beyond those required in this unit. The candidate must have access to all tools, equipment, materials and documentation required and must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials. |
| **Guidance information for assessment** | |


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# 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. | |
| **Strategies** | May include total productive/preventive maintenance, reliability centred maintenance |
| **Techniques and tools** | Includes root cause analysis, mean time between failures, failure modes effects analysis, condition monitoring not involving application of trade skills |

# Unit Sector(s)

| **Unit sector** | |
|---|---|

# Co-requisite units

| **Co-requisite units** | | |
|---|---|---|
| | | |
| | | |

# Competency field

| **Competency field** | Engineering technician |
|---|---|


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# MEM30031A Operate computer-aided design (CAD) system to produce basic drawing elements

## Modification History

Release 1 - New unit of competency

## Unit Descriptor

This unit of competency covers the skills and knowledge required to apply functions of computer-aided design (CAD) software programs that are typically used in the production of detail drawings.

## Application of the Unit

This unit is suitable for those working within a CAD or drafting work environment and may be applied across engineering and manufacturing environments. It covers competent use of a CAD program to perform basic drawing tasks used in the development of detail drawings. Drawings may include plans, diagrams, charts, circuits, systems or schematics.

This unit includes using computer equipment and selecting software functions in order to generate basic drawing elements.

Work is conducted under supervision.

## Licensing/Regulatory Information

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

## Pre-Requisites

Not applicable.

## Employability Skills Information

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 |


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performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

| | | | |
|---|---|---|---|
| 1 | Confirm drawing requirements | 1.1 | Confirm purpose, scope, and information and presentation requirements for drawing |
| | | 1.2 | Review available information relevant to project and work requirements, and identify and address further information needs |
| | | 1.3 | Identify computing equipment and software used in the organisation |
| | | 1.4 | Identify work flow and procedures for work supervision |
| | | 1.5 | Examine requirements for presentation of drawings |
| 2 | Identify key features of CAD software | 2.1 | Describe types of CAD software used for detail drafting, their key features and suitability for producing specific drawing outcomes |
| | | 2.2 | Describe types of CAD software used for design drafting, their key features and suitability for producing specific drawing outcomes |
| | | 2.3 | Identify differences in CAD process to generate 2-D drawings and 3-D models, and reasons for each presentation |
| | | 2.4 | Identify differences in CAD process to generate single and multiple view drawings, and reasons for each presentation |
| | | 2.5 | Identify CAD software used in the organisation and confirm compatibility with other software programs and peripheral equipment |
| | | 2.6 | Identify software features for linked specifications, catalogues or materials ordering |
| 3 | Access software and set up for | 3.1 | Open software and navigate organisational filing and library system |


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| | | | |
|---|---|---|---|
| | drawing work | 3.2 | Identify organisational and software templates and determine uses |
| | | 3.3 | Identify organisational symbols, codes and standards to be applied in drafting work and how these are accessed and applied |
| | | 3.4 | Apply workplace procedures to retrieve and manipulate required information and navigate computing technology |
| | | 3.5 | Set up working environment |
| 4 | Produce basic drawing elements | 4.1 | Use CAD functions to produce basic drawing elements |
| | | 4.2 | Use editing and transfer tools and methods to modify drawing elements |
| | | 4.3 | Apply dimensions, text and symbols to drawing elements |
| | | 4.4 | Import and export files into/out of working space |
| | | 4.5 | Generate different views and perspectives |
| | | 4.6 | Organise presentation of work |
| 5 | Complete CAD operations | 5.1 | Save and file drawing elements according to organisational procedures |
| | | 5.2 | Print drawing elements and evaluate presentation |
| | | 5.3 | Evaluate work and identify areas for improvement |
| | | 5.4 | Close applications, perform CAD housekeeping and maintain organisational filing system |

# Required Skills and Knowledge

### Required skills

Required skills include:

- literacy skills sufficient to read instructions for drawings work


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- using computer technologies and navigating software
- numeracy skills sufficient to interpret technical information and determine scaling and layout issues
- navigating software to:
  - manipulate drawing entities
  - modify dimension styles
  - create and use layers
  - manipulate the drawing origin
  - define and utilise symbol libraries
  - utilise grids/grid snaps and object snaps
  - display views at multiple scales
  - add title blocks/frame to layout a drawing for printing
  - prepare advanced drawings in plane orthogonal or equivalent
  - set up prototype drawings
  - define and extract attribute data
  - create bills of materials (BOM) utilising attribute data and third-party application software

**Required knowledge**

Required knowledge includes:

- general knowledge of different approaches to drawing
- awareness of copyright and intellectual property issues and legislation in relation to drawing
- environmental and occupational health and safety (OHS) issues associated with the tools and materials used for drawing
- quality assurance procedures
- CAD program capabilities and processes

# Evidence Guide

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.

| | |
|---|---|
| **Overview of assessment** | A person who demonstrates competency in this unit must be able to use CAD software to produce graphics commonly used in drafting work. |
| **Critical aspects for assessment and evidence required to demonstrate competency in this** | Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required |


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| | |
|---|---|
| **unit** | knowledge, and be capable of applying the competency in new and different situations and contexts.<br><br>Specifically the candidate must be able to:<br>• work within typical site/teamwork structures and methods<br>• apply worksite communication procedures<br>• comply with organisational policies and procedures, including quality requirements<br>• participate in work meetings<br>• comply with quality requirements<br>• use industry terminology<br>• apply appropriate safety procedures<br>• identify drawing work requirements and determine appropriate software functions and features<br>• identify features and uses of CAD software used in detail and design drafting<br>• access and use computing equipment and CAD software functions to produce drawing elements. |
| **Context of and specific resources for assessment** | This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team.<br><br>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.<br><br>Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.<br><br>This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with drafting or other units requiring the exercise of the skills and knowledge covered by this unit. |


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| | |
|---|---|
| **Method of assessment** | Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways, including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials. |

# Range Statement

| | |
|---|---|
| **CAD software** | CAD software may include:<br>• AutoCAD<br>• Inventor<br>• Revitt<br>• Solidworks<br>• ProSteel<br>• XSteel<br>• other programs |
| **Key features** | Key features may include:<br>• 2-D<br>• 3-D modelling<br>• built-in specifications<br>• file import/export<br>• save<br>• undo<br>• scale |
| **Specific drawing outcomes** | Specific drawing outcomes may include<br>• 2-D<br>• 3-D modelling<br>• drawings for specific engineering applications<br>• orthographic/isometric/perspectives/schematics |
| **Basic drawing elements** | Basic drawing elements may include:<br>• points, line angles, circles, arcs, planes, figures |


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| | |
|---|---|
| | and solids<br>• squares, rectangles and triangles<br>• bisected lines and dividing lines<br>• polygon, ellipse, spline, dimension and hatch |
| **Editing and transfer tools and methods** | Editing and transfer tools and methods may include:<br>• delete, fillet, chamfer, erase, trim/extend, break, undo and redo commands<br>• zooming and panning<br>• moving, copying, rotating and mirroring<br>• polar and rectangular duplication<br>• object snaps<br>• dimensions<br>• selecting entities<br>• dividing<br>• scaling<br>• measuring<br>• grouping |

# Unit Sector(s)

Drawing, drafting and design

# Custom Content Section

Not applicable.


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# MSAPMSUP201A Receive or despatch goods

## Modification History

Not applicable.

## Unit Descriptor

### Unit descriptor

This competency covers the handling of materials by an operator as an adjunct to the job of making product. It applies to a limited range of materials. It is NOT intended to be an alternative warehousing competency.

This competency is typically performed by operators working either independently or as part of a work team.

## Application of the Unit

### Application of this unit

This competency applies to operators who receive, process despatch orders, despatch products/materials and maintain records. The key factors are correctly identifying and selecting the goods to be despatched and ensuring they are despatched to the correct location.

It includes:

- checking order requests/consignment note documentation for products/materials to be despatched
- identifying and selecting the correct products/materials
- organising products/materials to be moved into the right place by the right time, using the appropriate handling equipment
- preparing products/materials for despatch
- completing and checking all documentation
- updating records.
-

## Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

### Prerequisites


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This unit has **no** prerequisites.

## Employability Skills Information

### Employability Skills

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| Elements describe the essential outcomes of a unit of competency | Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide. |

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| ELEMENT | Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide. |
| 1. Identify work requirements. | 1.1 Read and interpret documentation.<br>1.2 Identify required schedules for receipt or despatch.<br>1.3 Identify correct product/material.<br>1.4 Plan work sequence using workplace and product knowledge.<br>1.5 Select appropriate materials handling equipment as required.<br>1.6 Identify OH&S requirements. |
| 2. Move materials into/out of storage or from production. | 2.1 Check paperwork and identity of materials.<br>2.2 Check for completeness and/or damage.<br>2.3 Take action on non-conforming products/materials.<br>2.4 Handle and move products/materials into/out of storage safely.<br>2.5 Store materials safely as necessary. |
| 3. Prepare goods for | 3.1 Identify and read workplace procedures for |


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| ELEMENT<br>ELEMENT | PERFORMANCE CRITERIA<br>Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide. |
|---|---|
| despatch. | assembling and completing orders.<br>3.2 Select and check goods for despatch. against product/material knowledge, labels and other identification systems.<br>3.3 Sort, assemble and consolidate products as necessary.<br>3.4 Secure order and place in storage areas, in accordance with schedule.<br>3.5 Check order against despatch schedule and order form. |
| 4. Complete materials movement records. | 4.1 Complete materials movement records (in or out).<br>4.2 Update records as required.<br>4.3 Complete other paperwork and records as required. |

# Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Knowledge and understanding of the materials handling processes and requirements sufficient to recognise non-standard situations and then determine appropriate action which is consistent with operating guidelines is required.

Knowledge is required of the product/material, its properties and uses sufficient for correct receipt, storage and despatching. Knowledge of the relevant OHS and environmental requirements is required along with an ability to implement them in a manner which is relevant to the materials handled.

Competence includes the ability toapply and/or describe:

- product/material knowledge
- inventory and ordering systems
- transport requirements and restrictions for products/materials
- correct OHS procedures
- storage/handling principles and procedures
- material hazard properties and their implications for safe handling and storage
- significance of material to customers; transport requirements and restrictions for materials
- plan own work, including predicting consequences and identifying improvements


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- identify and describe own role and role of others involved directly in the processing of orders and despatching of products
- use PPE, safely handle products and materials, read relevant safety information and apply safety precautions appropriate to the task
- distinguish between causes of problems such as product requirements and job priority as relevant to the practical completion of the job.

**Language**, **literacy and numeracy requirements**

This unit requires the ability to read and interpret typical product specifications, job sheets, procedures, material labels and safety information as provided to operators.

Writing is required to the level of completing workplace forms.

Basic numeracy is required, e.g. to determine that two 25 kg bags are needed to make up a requirement for 50 kg.

# Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

**Overview of assessment**

A holistic approach should be taken to the assessment.

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

It is essential that competence is demonstrated in the ability torecognise and analyse potential situations requiring action and then in implementing appropriate corrective action.

Consistent performance should be demonstrated. For example, look to see that:

- packaging standards are met consistently
- procedures and work instructions are read and interpreted correctly
- potential problems are recognisedand action is taken (ie, the problem is fixed or reported)
- action is taken to ensure problems are dealt with in a timely manner
- problems caused by product/material issues are recognised and an appropriate contribution made to a solution
- items initiated are followed through until final resolution has occurred.
- effective communication between team members, supervisors and other staff is maintained.

Competence must be demonstrated in the operation of all ancillary equipment to the level required for this competency unit.


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### Assessment method and context

Assessment will occur using industrial equipment and will be undertaken in a work-like environment.

Competence in this unit may be assessed:

- by observation over time on a processing plant
- by using a suitable simulation and/or a range of case studies/scenarios
- through a combination of these techniques.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

### Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.

Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.

## 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. Add any 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.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

### Context

This competency covers the handling of a limited range of products/materials and their moving into and out of a plant/storage. It is NOT intended for people who, as a major function, operate a warehouse. The appropriate Transport and Distribution competencies should be used here.

This competency may require the operation of forklift trucks or other regulated load shifting devices which are NOT included in this competency, and so would be a co-requisite competency.


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The terms order request, documentation, labels, transportation requirements 'paperwork' and 'records' mean any and all relevant information and data whether it is manual, paper based, electronic or verbal, either in person or by phone/radio.

This competency does not imply that moving materials into and from storage/plant are conducted equally, or even using similar techniques. Customers may be internal or external and the loading/unloading of products/materials may mean getting them onto/off a truck or simply from/to the next department.

**Procedures**

All operations are performed in accordance with procedures.

Procedures include all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.

**Tools and equipment**

This competency includes use of equipment and tools such as:

- mobile plant/fork lifts
- manual handling equipment
- hand tools
- shrink wrappers
- tape machine labellers
- loose bulk packing equipment.
- computers, bar code readers
- bag filling equipment
- pallets
- wrapping machines
- personal protective equipment (PPE)
- distribution equipment, including A-frames, stillages, containers, elevated platforms and communication equipment.

**Hazards**

Typical hazards include:

- inappropriate movements and postures
- physical and atmospheric hazards of materials
- height or depth of storage receptacles
- stationary and moving machinery, parts or components
- noise, light, energy sources
- humidity, air temperature, radiant heat
- manual handling hazards.

**Problems**

'Respond to routine problems' means 'apply known solutions to a limited range of predictable problems'. Typical process and product problems may include:

- special storage requirements including moisture and contamination control
- handling of incomplete loads (either in or out)


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- handling of materials which do not meet specifications
- conflicting priorities
- incomplete or incorrect paperwork.
- product requirements
- job priority
- product/material variations.

**Variables**

Key variables to be monitored include:

- types of products or materials to be received/despatched
- handling heights
- types of equipment
- types of workplace documentation
- atmospheric conditions.
-

# Unit Sector(s)

Not applicable.


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# 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 |


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| | | | |
|---|---|---|---|
| | | 1.5 | Hardware is selected according to work instructions |
| 2 | Complete construction | 2.1 | Allowances for hardware, joins and hems are calculated and recorded |
| | | 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.


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# 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<br>• organisational safety policies and procedures<br>• the use of personal protective equipment<br>• firefighting equipment<br>• first aid equipment<br>• hazard and risk control and elimination of hazardous materials and substances<br>• manual handling, including lifting and carrying |
| **Personal protection needs include:** | • safety glasses/goggles<br>• hearing protection<br>• safety footwear<br>• protective clothing and head wear<br>• respiratory protection |
| **Work orders include:** | • quotations for work, job cards and customer orders<br>• specifications, including design, size, colour and quantity |
| **Appropriate personnel include:** | • assessor<br>• trainer<br>• supervisor<br>• manager or any other person responsible for the work activity |
| **Tools and equipment include:** | • cutting bench<br>• shears<br>• knives<br>• cut off saws<br>• sewing machines<br>• needles<br>• staple gun<br>• double sided tape dispenser<br>• file<br>• mallet and hammer |
| **Materials include:** | • polyester blend<br>• metalised<br>• PVC coated fibreglass |


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| | |
|---|---|
| **Hardware includes:** | • twill weave<br>• flock coated<br>• roller<br>• lath<br>• control mechanism<br>• pin end<br>• pull ring<br>• cassette head boxes<br>• side guides<br>• side channels<br>• motors and chains (plastic and stainless steel) |
| **Work instructions include:** | • instructions for constructing a basic roll-up blind |
| **Child safety mechanisms include:** | • those required by legislation or codes of practice |
| **Waste includes:** | • textiles, metal and timber<br>• waste removal should be in accordance with workplace practices and environmental legislation covering disposal of industrial waste |
| **Workplace documentation includes:** | • time sheets<br>• customer care cards<br>• work orders<br>• reports |

# 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


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# Assessment Requirements for MSFBA1001 Construct a basic roll-up blind

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Apply safe handling practices and safe operating procedures for equipment, products and materials to:
  - minimise the risk of injury to self or others
  - prevent damage to goods, equipment and products
- Identify materials and equipment used in constructing a basic roll-up blind
- Select, set up and maintain equipment in accordance with manufacturer instructions and workplace practices
- Communicate with workplace supervisor to:
  - confirm work orders and instructions
  - report work outcomes
- Report process for materials faults, damaged products or equipment
- Cut fabrics accurately according to work orders
- Construct at least one (1) basic roll-up blind
- Use pre-checking and inspection techniques to anticipate production problems, avoid re-working and wastage
- Adapt to new situations
- Collect and organise information
- Plan tasks and identify task outcomes
- Use tools and equipment
- Set up and start equipment

## Knowledge Evidence

- Types, characteristics, uses and limitations of roll-up blind materials
- Identification of equipment, processes and procedures
- Workflow in relation to constructing a basic roll-up blind
- State/territory WHS legislation, regulations, standards and codes of practice relevant to constructing a basic roll-up blind
- Reading and interpreting workplace documents, including work orders, work instructions and operator instructions
- Environmental protection requirements relating to the disposal of waste material
- Established lines of communication and protocols
- Terms used to describe components of a roll-up blind


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- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Mathematical techniques for estimation and measurement of materials

# 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 and equipment relevant to constructing a basic roll-up blind, and documentation on workplace practices, including standard operating procedures for constructing 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


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# MSFBA2001 Use blinds, awnings, security screens and grilles hand and power tools

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers using hand and power tools in applications relating to the blinds and awnings, and security screens and grilles sectors of the furnishing industry. It applies in workplaces and on-site environments and may be conducted in small to large scale enterprises.

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, security screens and grilles

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify hand and power tools | 1.1 | Types of hand and power tools and their functions are identified |
| | | 1.2 | Sources of power supply are recognised |
| | | 1.3 | Work health and safety (WHS), legislative requirements and workplace practices for using hand and power tools are recognised and adhered to |
| 2 | Select hand tools | 2.1 | Appropriate personal protective equipment is selected, correctly fitted and used |


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| | | | |
|---|---|---|---|
| | | 2.2 | Hand tools are selected consistent with the needs of the task |
| | | 2.3 | Tools are checked for safe operation and any faults are corrected or tagged and reported to appropriate personnel |
| | | 2.4 | Equipment is selected to hold or support material for hand tool operation |
| 3 | Use hand tools | 3.1 | Material is located and held in position for hand tool operation |
| | | 3.2 | Hand tools are held correctly for safe operation |
| | | 3.3 | Hand tools are used according to manufacturer instructions and safe work practices |
| | | 3.4 | Hand tools are safely located when not in immediate use |
| 4 | Select power tools | 4.1 | Power tools are selected consistent with the needs of the task |
| | | 4.2 | Power tools are checked for serviceability and safe operation in accordance with WHS requirements |
| | | 4.3 | Power tool faults are corrected or tagged and reported to appropriate personnel |
| | | 4.4 | Equipment is selected to hold or support materials for power tool operation |
| 5 | Use power tools | 5.1 | Material is held in position for power tool operation |
| | | 5.2 | Power tools are set up for use according to manufacturer instructions and safe working practices |
| | | 5.3 | Power tools are held correctly for safe and efficient use |
| | | 5.4 | Power tools are used according to manufacturer instructions and safe work practices |
| | | 5.5 | Power tools are safely located when not in immediate use |
| 6 | Clean up work area and tools | 6.1 | Hand and power tools are cleaned after use |
| | | 6.2 | Operator maintenance is carried out following completion of task. |


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6.3 Hand and power tools are stored following completion of task

6.4 Equipment is cleaned, maintained and stored

6.5 Work area is cleared and waste removed

6.6 Workplace documentation is completed

## 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.

**Hand tools include:**

- calculators
- pop rivet gun
- screwdrivers
- combination saw
- panel saws
- hack saws
- socket set
- hand grinder
- hammers
- files
- tin snips
- spanners
- level
- square
- measuring tape
- hex keys


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| | • caulking gun<br>• markers<br>• tensioning devices<br>• G clamps<br>• string lines<br>• scissors<br>• eyelet punches<br>• laser level<br>• stud finder<br>• pipe bender<br>• knives<br>• sheers<br>• measuring device<br>• straight edge<br>• rollers<br>• metal press<br>• tap and die sets |
| **Power tools include:** | • bench grinders<br>• hammer drills<br>• cordless screwdriver/drill<br>• air drills<br>• jig saws<br>• drop saw<br>• docking saw<br>• circular saw<br>• press-stud machine<br>• hot knives<br>• staple gun<br>• hollow wall anchor gun<br>• planer |
| **Power supply includes:** | • battery, mains, electricity and pneumatic |
| **WHS requirements include:** | • Commonwealth, state or territory legislation and regulations<br>• organisational safety policies and procedures<br>• use of personal protective equipment<br>• firefighting equipment<br>• first aid equipment<br>• hazard and risk control and elimination of hazardous materials and substances<br>• manual handling, including lifting and carrying |
| **Legislative requirements include:** | • applicable legislation from all levels of government that affect organisational operation |


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| | • award and enterprise agreements<br>• industrial relations<br>• Australian Standards<br>• confidentiality and privacy<br>• WHS<br>• the environment<br>• equal employment opportunity (EEO)<br>• anti-discrimination<br>• relevant industry codes of practice<br>• duty of care and heritage |
| **Workplace practices include:** | • legal, organisational and site guidelines<br>• policies and procedures relating to own role and responsibility<br>• quality assurance<br>• procedural manuals<br>• quality and continuous improvement processes and standards<br>• emergency and evacuation<br>• ethical standards<br>• recording and reporting<br>• access and equity principles and practices<br>• equipment use<br>• maintenance and storage<br>• environmental management (waste disposal, recycling and re-use guidelines)<br>• tolerances<br>• following manufacturer instructions and specifications |
| **Personal protective equipment includes:** | • safety glasses/goggles<br>• hearing protection<br>• safety footwear<br>• protective clothing and head wear<br>• respiratory protection |
| **Appropriate personnel include:** | • trainer<br>• assessor<br>• supervisor<br>• team leader<br>• maintenance officer<br>• manager or any person responsible for the activities in the workplace/worksite |
| **Equipment includes:** | • clamps, jigs, braces and ladders |
| **Material includes:** | • textiles (canvas, acrylic, PVC, clear PVC, mesh and |


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| | binding)<br>• metals (aluminium and steel)<br>• timber<br>• steel or aluminium material in extruded or sheet form<br>• synthetic, aluminium or steel screen material |
| **Safe operation includes:** | • safe work practices followed in accordance with industry and enterprise specific policies and procedures |
| **Waste includes:** | • textiles, metals, timber, metal off-cuts and shavings<br>• waste removal should be in accordance with enterprise policies and environmental legislation covering disposal of industrial waste |
| **Workplace documentation includes:** | • time sheets<br>• customer care cards<br>• work orders and reports, such as machining method, product type, size, inspection, grading and labelling outcomes, storage locations, quality outcomes, hazards, and incidents or equipment malfunctions |

# Unit Mapping Information

Supersedes and is equivalent to LMFBA2001A Use blinds and awnings sector hand and power tools

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFBA2001 Use blinds, awnings, security screens and grilles hand and power tools

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Communicate with workplace/worksite supervisor to:
  - confirm work orders and instructions
  - identify problems
- Apply safe handling practices for equipment, products and materials and minimise the risk of injury to self and others
- Prevent damage to goods, tools, equipment or products and maintain required production output and product quality
- Comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for use of hand and power tools
- Identify, select and safely use hand and power tools for manufacturing and fitting blinds, awnings, security screens and grilles in the workplace/worksite
- Report outcomes of hand and power tool use and maintenance problems
- Use pre-checking and inspection techniques to anticipate problems, avoid re-working and wastage
- Participate in establishing new ideas and work specifications for selecting and using hand and power tools
- Plan and organise own work, including the preparation and layout of the work area, and obtaining equipment and materials to avoid back tracking

## Knowledge Evidence

- State/territory WHS legislation, regulations, standards and codes of practice relevant to hand and power tool use
- Workplace and worksite, requirements, policies and procedures for hand and power tool use
- Reading and interpreting workplace documents, including work orders, work instructions and operator instructions
- Environmental protection requirements relating to the disposal of waste material
- Established lines of communication and workplace/worksite protocols
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Procedures for the reporting, recording and maintenance of workplace records and information
- Procedures for reporting and recording faulty hand and power tools


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- Characteristics of steel and/or aluminium, steel and/or aluminium products and defects
- Industry standard cross-sections and lengths
- Relevant storage systems and labelling

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or it 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 a location, and standard operating procedures for using blinds, awnings security screens and grilles hand and power tools relevant to manufacturing or fitting blinds, awnings, security screens and grilles.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFBA2002 Set up, operate and maintain blinds and awnings sector static machines

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers set up, operation and maintenance of static machines used for the production of blinds and awnings. It applies in a workplace environment and may be conducted in small to large scale enterprises.

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, legislative requirements, workplace practices and personal protection needs are identified and observed throughout the work |
| | | 1.2 | Work orders are checked and confirmed |
| | | 1.3 | Machines, cutting tools and templates are identified, selected and checked for safe operation |
| | | 1.4 | Material for machining is selected and inspected for quality |


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| | | 1.5 | Procedures are determined for minimising waste and maximising energy efficiency while completing the job |
| 2 | Set up machines | 2.1 | Safety equipment, including emergency stops, gauges, guards and controls are checked |
| | | 2.2 | Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | | 2.3 | Trial runs are conducted to check machine operation, accuracy and quality of finished work |
| | | 2.4 | Necessary adjustments are made to machine settings |
| 3 | | 3.1 | Pre-start up checks are carried out on equipment following workplace practices |
| | | 3.2 | Material is fed into machine in accordance with manufacturer instructions, safe handling procedures and workplace practices |
| | | 3.3 | Machine is operated in accordance with its designed capacity and purpose, tooling requirements and to manufacturer specifications |
| | | 3.4 | Machine operation is monitored to ensure product quality and output |
| | | 3.5 | Waste quantities are checked and minimised |
| | | 3.6 | Items that do not meet quality requirements are repaired, recycled or discarded according to workplace practices |
| | | 3.7 | Machining process and equipment faults are recorded and reported to the appropriate personnel |
| 4 | Conduct operator maintenance | 4.1 | Equipment lock out procedures are followed in accordance with WHS legislation and workplace practices |
| | | 4.2 | Cutting tools are checked for blunt or damaged condition following workplace practices |
| | | 4.3 | Cutting tools are removed and replaced in accordance with manufacturer specifications |
| | | 4.4 | Machining area is kept clear of dust, off-cuts and debris in accordance with WHS requirements |


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| 5 | Clean up work area and maintain equipment | 5.1 | Material that can be re-used is collected and stored |
| | | 5.2 | Waste and scrap are removed following workplace practices |
| | | 5.3 | Equipment and work area are cleaned, maintained and stored following workplace practices |
| | | 5.4 | Operator maintenance is completed in accordance with manufacturer specifications and workplace practices |
| | | 5.5 | Unserviceable equipment is tagged and reported to appropriate personnel |
| | | 5.6 | Workplace documentation is completed |

# 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 or territory legislation and regulations<br>• organisational safety policies and procedures<br>• the use of personal protective equipment and clothing<br>• firefighting equipment<br>• first aid equipment<br>• hazard and risk control and elimination of hazardous materials and substances<br>• manual handling, including lifting and carrying |
| **Legislative requirements include:** | • applicable legislation from all levels of government that affect organisational operation |


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| | • award and enterprise agreements<br>• industrial relations<br>• Australian Standards<br>• confidentiality and privacy<br>• the environment<br>• equal employment opportunity (EEO)<br>• anti-discrimination<br>• relevant industry codes of practice<br>• duty of care and heritage |
| **Workplace practices include:** | • legal, organisational and site guidelines<br>• policies and procedures relating to own role and responsibility<br>• quality assurance<br>• procedural manuals<br>• quality and continuous improvement processes and standards<br>• emergency and evacuation<br>• ethical standards<br>• recording and reporting<br>• access and equity principles and practices<br>• equipment use, maintenance and storage<br>• environmental management (waste disposal, recycling and re-use guidelines) |
| **Personal protection needs include:** | • safety glasses/goggles<br>• hearing protection<br>• safety footwear<br>• protective clothing<br>• respiratory protection |
| **Work orders include:** | • quotations for work<br>• job cards<br>• customer care cards<br>• worksheets |
| **Material includes:** | • textiles<br>• metal<br>• timber |
| **Machines include:** | • roller guillotines<br>• lath cutter<br>• Venetian punches<br>• special crimping pliers<br>• drill press<br>• docking saw<br>• sewing machines (plain foot zig zag machine, walker foot |


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| | zig zag machine, chain stitch machine, tape binding machines, overlocker)<br>• computerised fabric cutters (aeronaught/pizza wheel, laser cutters, ultra sonic cutter)<br>• RF welder<br>• pelmet blender<br>• press stud machine<br>• fabric slitters<br>• computerised Venetian machines (multi-stage punching, single-stage punching)<br>• fabric carousel<br>• vertical blind cutters (manual, hydraulic, air and computerised)<br>• eyelet machine<br>• tube bender |
| **Templates include:** | • folding creases, scallops and trims |
| **Waste includes:** | • textiles<br>• metals<br>• timber |
| **Energy efficiency includes:** | • using on/off/standby as required<br>• ensuring machine is turned off at completion of work or shift |
| **Safety equipment includes:** | • emergency stops<br>• cut out switches<br>• machine guards |
| **Manufacturer instructions include:** | • written instruction booklets, instructions on the equipment or instructions for correct use |
| **Trial runs include:** | • dry runs of machine<br>• test runs on materials to check settings |
| **Machine operation includes:** | • settings, programming and following manufacturer specifications for safe operation |
| **Pre-start up checks include:** | • ensuring the equipment has been set-up correctly<br>• cutting tools are installed accurately<br>• machinery is operating to optimum performance |
| **Output includes:** | • the speed or rate at which material is machined |
| **Recorded and reported includes:** | • the machining method<br>• product type, size, inspection, grading and labelling outcomes<br>• storage locations<br>• quality outcomes |


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| | • hazards, incidents or equipment malfunctions |
| **Appropriate personnel include:** | • assessors<br>• trainers<br>• supervisors<br>• suppliers<br>• clients<br>• colleagues<br>• managers and any other person responsible for work activities |
| **Operator maintenance includes:** | • ensuring machinery is in safe working order and to prevent unscheduled machinery downtime |
| **Workplace documentation includes:** | • time sheets<br>• customer care cards<br>• work orders<br>• reports |

# Unit Mapping Information

Supersedes and is equivalent to LMFBA2002A Set up, operate and maintain blinds and awnings sector static machines

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFBA2002 Set up, operate and maintain blinds and awnings sector static machines

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Accurately interpret work orders and job specifications to prepare for setting up and operating static machines
- Apply safe handling requirements for equipment, machines, products and materials to:
  - minimise the risk of injury to self or others
  - prevent damage to goods, equipment and products
- Communicate with site supervisor to:
  - confirm work orders and instructions
  - identify problems
- Identify materials used in static machines
- Select and set up static machines following manufacturer instructions and workplace practices
- Operate static machines following manufacturer specifications and safe work practices, including the use of safety equipment and personal protective equipment
- Maintain static machines following manufacturer specifications and workplace practices
- Report outcomes of setting up, operating and maintaining static machines
- Use pre-checking and inspection techniques to anticipate production problems, avoid re-working and wastage
- Identify problems and equipment faults and demonstrate appropriate response procedures
- Participate in establishing new ideas and work specifications for setting up, operating and maintaining static machines
- Plan and organise own work, including the preparation and layout of the work area, and obtaining equipment and materials to avoid backtracking
- Accurately plan and organise work activities
- Efficiently manage own responsibilities and timelines for completion of work
- Use workplace technology related to the production task, including specified tools, equipment, calculators and measuring devices

## Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for using static machines
- Organisational and workplace requirements, policies and procedures for using static machines


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- Interpreting workplace documents, including work orders, work instructions and operator instructions
- Environmental protection requirements relating to the disposal of waste material
- Established lines of communication and protocols
- Types of machines and equipment and procedures for their safe use, operation and maintenance
- Set up and operation of static machines
- Characteristics of materials processed using static machines
- Cutting patterns and sequences
- Identification of cutting tool condition and fault reporting
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Procedures for reporting machinery faults and material defects
- Mathematical procedures for estimation and measurement
- The range, characteristics, uses and limitations of blinds and awnings sector static machines
- General workplace quality standards and procedures
- Workplace guidelines regarding acceptable tolerance levels
- Workplace safety policies and procedures

# Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or it 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 a location relevant to setting up, operating and maintaining static machines; specifications and standard operating procedures.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFBA2004 Construct roll-up and pull-down style blinds and awnings

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers constructing roll-up and pull-down style blinds and awnings for interior and exterior applications. It applies in a workplace environment and may be conducted in a small to large scale enterprises.

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 | Establish work requirements and prepare for work | 1.1 | Work health and safety (WHS) requirements, legislative requirements, and workplace practices are observed throughout the work |
| | | 1.2 | Personal protective equipment is selected and used correctly |
| | | 1.3 | Work orders are checked and confirmed |
| | | 1.4 | Material and hardware are selected and checked against work orders |
| | | 1.5 | Material is checked for flaws |


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| 2 | Join, lay out, mark and cut fabrics | 2.2 | Allowances are calculated and recorded |
| | | 2.3 | Materials are joined to make required width |
| | | 2.4 | Cutting equipment is checked for safe operation |
| | | 2.5 | Materials are cut making allowances for hardware |
| | | 2.6 | Material is laid out flat and square and marked according to workplace practices |
| | | 2.7 | Decorative edges, gimps and fringes are selected, measured and cut according to work order |
| | | 2.8 | Measurements are checked against work order |
| 3 | Construct product | 3.1 | Material edges are hemmed making allowances for hardware |
| | | 3.2 | Decorative edging, gimps and fringes are attached to bottom edge |
| | | 3.3 | Hardware is prepared according to work order |
| | | 3.4 | Hardware is fitted to skin |
| | | 3.5 | Product is constructed according to work instructions |
| | | 3.6 | Child safety mechanisms are selected and attached |
| 4 | Apply quality checks | 4.1 | Completed product is checked ensuring finished product matches work order |
| | | 4.2 | Finished product is tested within limits of normal operation for correct operation |
| | | 4.3 | Parts of the work that do not comply with work order are repaired or reworked |
| 5 | Complete work | 5.1 | Finished work is cleaned, protected and stored following workplace practices |
| | | 5.2 | Tools and equipment are cleaned, maintained and stored |
| | | 5.3 | Faulty tools and equipment are reported to appropriate personnel |
| | | 5.4 | Work area is cleaned and waste is disposed in accordance with enterprise policies and environmental legislation covering disposal of industrial waste |


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5.5 Workplace documentation or reporting is completed

# 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 or territory legislation and regulations<br>• organisational safety policies and procedures<br>• the use of personal protective equipment and clothing<br>• firefighting equipment<br>• first aid equipment<br>• hazard and risk control and elimination of hazardous materials and substances<br>• manual handling, including lifting and carrying |
| **Legislative requirements include:** | • applicable legislation from all levels of government that affect organisational operation<br>• award and enterprise agreements<br>• industrial relations<br>• Australian Standards<br>• confidentiality and privacy<br>• the environment<br>• equal employment opportunity (EEO)<br>• anti-discrimination<br>• relevant industry codes of practice<br>• duty of care and heritage |
| **Workplace practices include:** | • legal, organisational and site guidelines<br>• policies and procedures relating to own role and responsibility |


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| | • quality assurance<br>• procedural manuals<br>• quality and continuous improvement processes and standards<br>• emergency and evacuation<br>• ethical standards<br>• recording and reporting<br>• access and equity principles and practices<br>• equipment use, maintenance and storage<br>• environmental management (waste disposal, recycling and re-use guidelines)<br>• tolerances<br>• following manufacturer instructions and specifications |
| **Personal protective equipment includes:** | • safety glasses/goggles<br>• hearing protection<br>• safety footwear<br>• protective clothing<br>• respiratory protection |
| **Work orders include:** | • quotations for work<br>• job cards<br>• customer orders<br>• worksheets |
| **Material includes:** | • canvas<br>• acrylic<br>• PVC<br>• clear PVC<br>• mesh<br>• binding<br>• woven fibreglass PVC |
| **Hardware includes:** | • rollers<br>• battens<br>• running assemblies<br>• spring<br>• rope edge<br>• rivets<br>• tek screws<br>• screws<br>• guide rails head boxes |
| **Tools and equipment include:** | • drill and bits<br>• hack saw<br>• aluminium bench saw<br>• tape measure |


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| | • pop rivet gun<br>• tek gun<br>• screwdriver (power, cordless and hand)<br>• cutting bench<br>• shears<br>• knives<br>• cut off saws<br>• sewing machines<br>• needles<br>• staple gun<br>• double sided tape dispenser<br>• file<br>• mallet and hammer |
| **Manufacturer instructions include:** | • written instruction booklets, instructions on the tools and equipment, or instructions for correct use |
| **Joined includes:** | • sewing or welding processes |
| **Allowances include:** | • measurements of textiles to be adjusted to allow for selected hardware, joins and hems |
| **Marking includes:** | • using suitable medium, such as chalk, pen and pencil |
| **Hemmed includes:** | • using sewing or welding processes and making allowances for hardware |
| **Work instructions include:** | • instructions for the construction of roll-up and pull-down style blinds and awnings |
| **Child safety mechanisms include:** | • those required by legislation or code of practice |
| **Appropriate personnel include:** | • assessor<br>• trainer<br>• supervisor<br>• team leader<br>• maintenance officer<br>• manager or any other person responsible for the work activity |
| **Waste includes:** | • textiles<br>• metal<br>• timber |
| **Workplace documentation includes:** | • time sheets<br>• customer care cards<br>• work orders<br>• reports |


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# Unit Mapping Information

Supersedes and is equivalent to LMFBA2005A Construct roll up and pull down style blinds and awnings

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFBA2004 Construct roll-up and pull-down style blinds and awnings

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order, locate materials and use information to complete tasks in constructing roll-up and pull-down style blinds and awnings
- Apply safe handling practices and safe operating procedures for equipment, products and materials to:
- Minimise the risk of injury to self or others
- Prevent damage to goods, equipment and products
- Identify materials and equipment used in constructing roll-up and pull-down style blinds and awnings
- Select, set up and maintain equipment in accordance with manufacturer specifications and workplace practices
- Report process for materials faults, damaged products or equipment
- Cut textiles accurately according to work orders
- Construct a minimum of two (2) roll-up and two (2) pull-down style blinds or awnings. Task is to include identifying and selecting hardware; measuring and joining materials; fitting hardware; and cleaning, packaging and storing completed products
- Communicate with site supervisor and others to:
  - confirm work orders and instructions
  - identify problems
- Report outcomes of constructing textile roll-up and pull-down style awnings
- Use pre-checking and inspection techniques to anticipate production problems, avoid re-working and wastage
- Participate in establishing new ideas and work specifications for constructing roll-up and pull-down style blinds and awnings
- Plan and organise own work, including preparation and layout of work area and obtaining equipment and materials to avoid backtracking
- Accurately plan and organise own work activities
- Adapt to new skill requirements
- Use workplace technology related to constructing roll-up and pull-down style blinds and awnings, including specified tools, equipment, calculators and measuring devices

## Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for constructing roll-up and pull-down style blinds and awnings


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- Organisational and workplace standards, requirements, policies and procedures for constructing roll-up and pull-down style blinds and awnings
- Interpreting workplace documents, including work orders, work instructions and operator instructions
- Environmental protection requirements relating to the disposal of waste material
- Established line of communication and protocols
- Types of tools and equipment used to construct roll-up or pull-down style blinds and awnings and procedures for their safe use, operation and maintenance
- Characteristics of textiles and hardware used in the construction of roll-up and pull-down style blinds and awnings
- Set up and operation of sewing and welding equipment
- Computer programs
- Cutting patterns and sequences
- Cutting tool condition, including sharpness, straightness and suitability for task
- Industry standard textile roll widths
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Mathematical procedures for estimation and measurement of materials and hardware

# Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or it 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 a relevant location to construct roll-up and pull-down style blinds and awnings, and workplace practices, including standard operating procedures for constructing roll-up and pull-down style blinds and awnings.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFBA2005 Construct vertical-style blinds

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers constructing vertical-style blinds. It applies to a workplace environment and may be conducted in small to large scale enterprises.

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 | Establish work requirements and prepare for work | 1.1 | Work health and safety (WHS) requirements, legislative requirements and workplace practices are observed throughout the work |
| | | 1.2 | Personal protective equipment is selected and used correctly |
| | | 1.3 | Work orders are checked and confirmed |
| | | 1.4 | Material is selected from stock and checked against work order |
| | | 1.5 | Tools and equipment are selected and checked for safe operation |
| | | 1.6 | Hardware is selected and checked against work order |


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| | | | |
|---|---|---|---|
| 2 | Lay out, mark and cut materials | 2.1 | Correct side of materials and pattern direction are identified |
| | | 2.2 | Allowances for hardware, joins and hems are calculated and recorded |
| | | 2.3 | Material is laid out flat and square on a cutting table large enough to take full width of material and marked using chalk, markers or pencil |
| | | 2.4 | Cutting equipment is checked for safe operation |
| | | 2.5 | Material is cut following workplace practices |
| 3 | Construct blind | 3.1 | Headline and spline shaft is identified, selected and cut to manufacturer specifications |
| | | 3.2 | Hardware is selected for headrail and assembled to manufacturer specifications |
| | | 3.3 | Slats are finished according to workplace practices |
| | | 3.4 | Finishing hardware is attached according to work instructions |
| | | 3.5 | Child safety mechanisms required by legislation or code of practice are selected and attached |
| 4 | Apply quality checks | 4.1 | Finished blinds are checked ensuring finish and final length of blinds match work order |
| | | 4.2 | Finished blind is tested within limits of normal operation for correct operation |
| | | 4.3 | Parts of the work that do not comply with work order are repaired or re-worked |
| 5 | Complete work | 5.1 | Completed work is cleaned, protected and stored |
| | | 5.2 | Tools and equipment are cleaned, maintained and stored |
| | | 5.3 | Faulty tools and equipment are reported to appropriate personnel |
| | | 5.4 | Work area is cleaned and waste is disposed of in accordance with workplace practices and environmental legislation covering disposal of industrial waste |
| | | 5.5 | Workplace documentation is completed |


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# 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 or territory legislation and regulations<br>• organisational safety policies and procedures<br>• the use of personal protective equipment and clothing<br>• firefighting equipment<br>• first aid equipment<br>• hazard and risk control and elimination of hazardous materials and substances<br>• manual handling, including lifting and carrying |
| **Legislative requirements include:** | • applicable legislation from all levels of government that affect organisational operation<br>• award and enterprise agreements<br>• industrial relations<br>• Australian Standards<br>• confidentiality and privacy<br>• the environment<br>• equal employment opportunity (EEO)<br>• anti-discrimination<br>• relevant industry codes of practice<br>• duty of care and heritage |
| **Workplace practices include:** | • legal, organisational and site guidelines<br>• policies and procedures relating to own role and responsibility<br>• quality assurance<br>• procedural manuals |


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| | |
|---|---|
| | • quality and continuous improvement processes and standards<br>• emergency and evacuation<br>• ethical standards<br>• recording and reporting<br>• access and equity principles and practices<br>• equipment use, maintenance and storage<br>• environmental management (waste disposal, recycling and re-use guidelines)<br>• tolerances<br>• following manufacturer instructions |
| **Personal protective equipment includes:** | • safety glasses/goggles<br>• hearing protection<br>• safety footwear<br>• protective clothing<br>• respiratory protection |
| **Work orders include:** | • customer order forms<br>• job cards<br>• quotations for work<br>• worksheets |
| **Material includes:** | • polyester blend fabrics<br>• timber<br>• cord |
| **Tools and equipment include:** | • spacing machine<br>• cut off saw<br>• link spacing tool<br>• pliers<br>• scissors<br>• vane cutter |
| **Hardware includes:** | • chain<br>• spline shaft<br>• motor<br>• head rail |
| **Manufacturer specifications include:** | • written or verbal specifications |
| **Finished includes:** | • sewing<br>• welding<br>• gluing |
| **Work instructions include:** | • instructions for the variations in construction of vertical-style blinds |


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|---|---|
| **Finishing hardware includes:** | • hangers<br>• weights<br>• chains |
| **Appropriate personnel include:** | • assessors<br>• trainers<br>• supervisor<br>• team leader<br>• maintenance officer<br>• manager or any other person responsible for the work activity |
| **Waste includes:** | • textiles<br>• metal<br>• timber<br>• hardware |
| **Workplace documentation includes:** | • time sheets<br>• customer care cards<br>• work orders<br>• reports |

# Unit Mapping Information

Supersedes and is equivalent to LMFBA2006A Construct vertical style blinds

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFBA2005 Construct vertical-style blinds

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order, locate materials and use information to complete tasks in constructing vertical-style blinds
- Apply safe handling practices and safe operating procedures for equipment, products and materials to:
  - minimise the risk of injury to self or others
  - prevent damage to goods, equipment and products
- Identify materials and equipment used in constructing vertical-style blinds
- Select, set up and maintain equipment in accordance with manufacturer specifications and workplace practices
- Follow operating procedures to:
  - minimise the risk of injury to self or others
  - prevent damage to goods, equipment and products
- Maintain equipment to ensure production output and product quality
- Communicate effectively and work safely with others in the work area
- Modify activities to cater for variations in workplace contexts and environment
- Report process or materials faults, damaged products or equipment
- Cut fabrics accurately according to work orders
- Construct a minimum of two (2) vertical-style blinds using two (2) different tracking systems. The task is to include selecting components, making headbox, cutting and sewing/welding/gluing fabric and assembly
- Communicate with site supervisor to:
  - confirm work orders and instructions
  - identify problems
- Report outcomes of cutting fabric and constructing and finishing vertical-style blinds
- Use pre-checking and inspection techniques to anticipate production problems, avoid re-working and wastage
- Participate in establishing new ideas and work specifications for constructing vertical-style blinds
- Plan and organise activities, including the preparations and layout of the worksite, and the obtaining of equipment and materials to avoid backtracking
- Use workplace technology related to constructing vertical-style blinds, including specified tools, equipment, calculators and measuring devices


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# Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for constructing vertical-style blinds
- Organisational and workplace standards, requirements, policies and procedures for constructing vertical-style blinds
- Reading and interpreting workplace documents, including work orders, work instructions and operator instructions
- Environmental protection requirements relating to the disposal of waste material
- Established lines of communication and protocols
- Types of tools and equipment used to construct vertical-style blinds and procedures for their safe use, operation and maintenance
- Terms used to describe components of a vertical-style blind
- Characteristics of materials used in the construction of vertical-style blinds
- Set-up and operation of basic static machines
- Computer programs for blinds and awnings manufacture
- Cutting patterns and sequences
- Cutting tool condition including sharpness, straightness and suitability for task
- Industry standard fabric widths
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Mathematical techniques for estimation and measurement of materials

# Assessment Conditions

- Assessors must:
- hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or it 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.


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- Access is required to a location relevant to constructing vertical-style blinds, and standard operating procedures for constructing vertical-style blinds.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFBA2006 Construct textiles for canopy-style awnings

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers constructing the textile components of canopy-style awnings. It applies in a workplace environment and may be conducted in small to large scale enterprises.

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 | Plan and prepare for work | 1.1 | Work health and safety (WHS) requirements, legislative requirements and workplace practices are observed throughout the work |
| | | 1.2 | Personal protective equipment is selected and used correctly |
| | | 1.3 | Work order is reviewed, confirmed and clarified with appropriate personnel |
| | | 1.4 | Frame, which will vary according to customer requirements for Dutch hoods (with end style variations), Florentines or cupola is measured and quantities of materials calculated |


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| | | | |
|---|---|---|---|
| | | 1.5 | Textiles are selected and checked for flaws according to workplace practices |
| | | 1.6 | Tools and equipment are selected and used according to workplace practices and manufacturer instructions |
| 2 | Lay out, mark and cut textiles | 2.1 | Correct side of textile, naps, direction of patterns and pattern matches are identified |
| | | 2.2 | Textiles are laid over frame and measured and marked to fit frame leaving joining allowances |
| | | 2.3 | Panels and scallops, whose number and shape will vary according to size and shape of canopy frame, are marked and cut |
| | | 2.4 | Textiles are cut |
| | | 2.5 | Measurements are checked against work order |
| 3 | Join textiles | 3.1 | Textiles are joined according to workplace practices |
| | | 3.2 | Textiles are laid over frame and perimeter pockets marked |
| | | 3.3 | Pockets are sewn |
| | | 3.4 | Scallop edging is attached |
| 4 | Construct awning | 4.1 | Method of fixing skin to frame is determined |
| | | 4.2 | Textile skin is constructed according to work instructions |
| | | 4.3 | Skin is attached to frame according to work instructions |
| | | 4.4 | Aluminium framed canopy-style awning frame is braced |
| 5 | Apply quality checks | 5.1 | Completed awnings are checked ensuring finish and final size match work requirements |
| | | 5.2 | Parts of the work that do not comply with work order are repaired or re-worked |
| | | 5.3 | Frame is checked for damage and repairs made if necessary according to workplace practices |
| 6 | Complete work | 6.1 | Finished work is cleaned, protected and stored following workplace practices |


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|---|---|
| 6.2 | Tools and equipment are cleaned, maintained and stored |
| 6.3 | Faulty tools and equipment are reported to appropriate personnel |
| 6.4 | Work area is cleaned and waste is disposed of in accordance with workplace practices and environmental legislation covering disposal of industrial waste |
| 6.5 | Workplace documentation is completed |

# 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 or territory legislation and regulations<br>• organisational safety policies and procedures<br>• the use of personal protective equipment and clothing<br>• firefighting equipment<br>• first aid equipment<br>• hazard and risk control and elimination of hazardous materials and substances<br>• manual handling, including lifting and carrying |
| **Legislative requirements include:** | • applicable legislation from all levels of government that affect organisational operation<br>• award and enterprise agreements<br>• industrial relations<br>• Australian Standards<br>• confidentiality and privacy |


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| | |
|---|---|
| | • the environment<br>• equal employment opportunity (EEO)<br>• anti-discrimination<br>• relevant industry codes of practice<br>• duty of care and heritage |
| **Workplace practices include:** | • legal, organisational and site guidelines<br>• policies and procedures relating to own role and responsibility<br>• quality assurance<br>• procedural manuals<br>• quality and continuous improvement processes and standards<br>• emergency and evacuation<br>• ethical standards<br>• recording and reporting<br>• access and equity principles and practices<br>• equipment use, maintenance and storage<br>• environmental management (waste disposal, recycling and re-use guidelines)<br>• tolerances<br>• following manufacturer instructions |
| **Personal protective equipment includes:** | • safety glasses/goggles<br>• hearing protection<br>• safety footwear<br>• protective clothing<br>• respiratory protection |
| **Work orders include:** | • quotations for work<br>• job cards<br>• customer orders<br>• worksheets<br>• specifications, including design, size and colour |
| **Appropriate personnel include:** | • supervisors<br>• suppliers<br>• clients<br>• colleagues<br>• managers or any person responsible for the work activity |
| **Materials include:** | • canvas<br>• acrylic<br>• PVC<br>• clear mesh<br>• hoop iron<br>• pop rivets |


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|---|---|
| **Tools and equipment include:** | • rope edge<br>• cara groove track<br>• tape measure<br>• scissors<br>• sewing machine<br>• welding equipment<br>• marking pens<br>• pop rivet guns |
| **Manufacturer instructions include:** | • written instruction booklets, instructions on the tools and equipment, or instructions for correct usage |
| **Laid over includes:** | • ensuring fabric is square and pulled tight over frame |
| **Joining allowances include:** | • 12 mm or as specified by the textile manufacturer |
| **Joined includes:** | • sewing or welding |
| **Joining methods include:** | • screws<br>• hoop iron and pop rivets<br>• rope edge<br>• cara groove track |
| **Work instructions include:** | • instructions for the construction of textiles for canopy-style awnings |
| **Waste includes:** | • textiles, metal and timber |
| **Workplace documentation includes:** | • time sheets<br>• customer care cards<br>• work orders<br>• reports |

# Unit Mapping Information

Supersedes and is equivalent to LMFBA2007A Construct textiles for canopy style awnings

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFBA2006 Construct textiles for canopy-style awnings

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order, locate materials and use information to complete construct textiles for canopy-style awnings
- Apply safe handling practices and safe operating procedures for equipment, products and materials to:
  - minimise the risk of injury to self or others
  - prevent damage to goods, equipment and products
- Identify materials and equipment used in constructing canopy-style awnings
- Select, set up and maintain equipment in accordance with manufacturer specifications and workplace practices
- Report process for materials faults, damaged products or equipment
- Construct a minimum of three (3) different textile canopy-style awnings. Task is to include measuring, cutting, joining and fixing the skin to the frame with a tight drum-like finish
- Communicate with site supervisor to:
  - confirm work orders and instructions
  - identify problems
- Report outcomes of constructing textiles for canopy-style awnings
- Work with others and in a team to construct textiles for canopy-style awnings
- Use pre-checking and inspection techniques to anticipate production problems, avoid re-working and wastage
- Participate in establishing new ideas and work specifications for constructing textiles for canopy-style awnings
- Plan and organise own work, including preparation and layout of work area and obtaining equipment and materials to avoid backtracking
- Use workplace technology related to constructing canopy-style awnings, including specified tools, equipment, calculators and measuring devices

## Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for constructing textiles for canopy-style awnings
- Organisational and workplace standards, requirements, policies and procedures for constructing canopy-style awnings


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- Reading and interpreting workplace documents, including work orders, work instructions and operator instructions
- Environmental protection requirements relating to the disposal of waste material
- Established lines of communication and protocols
- Types of tools and equipment used to construct textiles for canopy-style awnings and procedures for their safe use, operation and maintenance
- Terms used to describe components of canopy-style awnings
- Characteristics of textiles used for canopy-style awnings
- Set up and operation of static machines
- Cutting patterns and sequences
- Cutting tool condition, including sharpness, straightness and suitability for task
- Industry standard cross-sections and lengths for framing materials
- Industry standard textile widths
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Mathematical techniques for estimation and measurement of materials

# Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or it 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 a relevant location for constructing textiles for canopy-style awnings, and standard operating procedures for constructing textiles for canopy-style awnings.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFBA2007 Construct plastic and timber Venetian-style blinds

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers constructing plastic and timber Venetian-style blinds. It applies to small to large scale enterprises.

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 | Establish work requirements and prepare for work | 1.1 | Work health and safety (WHS) requirements, legislative requirements and workplace practices are observed throughout the work |
| | | 1.2 | Personal protective equipment is selected and used |
| | | 1.3 | Work order is reviewed, confirmed and clarified with appropriate personnel |
| | | 1.4 | Materials, hardware and fixings are selected and checked against work orders |
| 2 | Measure, mark and cut slats | 2.1 | Slats are measured to length, marked and cut |
| | | 2.2 | Cord holes are accurately punched in slats |


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|---|---|---|---|
| | | 2.3 | Slats are finished as required according to work order |
| 3 | Assemble blind | 3.1 | Head rail components, bottom rails and tilt rod are selected and cut |
| | | 3.2 | Head rails are assembled according to manufacturer instructions or workplace practices |
| | | 3.3 | Correct spacing according to spacing charts for Venetian-style blind slats is determined |
| | | 3.4 | Cords and ladder braids are selected and attached to head rail components |
| | | 3.5 | Hardware is attached according to work instructions |
| | | 3.6 | Slats are threaded through ladder tapes |
| | | 3.7 | Measuring tape is used to confirm final size and blind adjusted |
| | | 3.8 | Bottom rail is attached to blind |
| | | 3.9 | Cords are threaded through slats and attached |
| | | 3.10 | Child safety mechanisms as required by legislation or codes of practice are selected and attached |
| 4 | Make quality checks | 4.1 | Finished blind is checked ensuring length, width, slat size and colour match work order |
| | | 4.2 | Finished blind is tested within limits of correct operation for correct operation and parts of the work that do not comply with work order are repaired or re-worked |
| 5 | Complete work | 5.1 | Finished work is cleaned, protected and stored following workplace practices |
| | | 5.2 | Tools and equipment are cleaned, maintained and stored |
| | | 5.3 | Faulty tools and equipment are reported to appropriate personnel |
| | | 5.4 | Work area is cleaned and waste is disposed of in accordance with workplace practices and environmental legislation covering disposal of industrial waste |
| | | 5.5 | Workplace documentation is completed |


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# 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 or territory legislation and regulations<br>• organisational safety policies and procedures<br>• the use of personal protective equipment and clothing<br>• firefighting equipment<br>• first aid equipment<br>• hazard and risk control and elimination of hazardous materials and substances<br>• manual handling, including lifting and carrying |
| **Legislative requirements include:** | • applicable legislation from all levels of government that affect organisational operation<br>• award and enterprise agreements<br>• industrial relations<br>• Australian Standards<br>• confidentiality and privacy<br>• the environment<br>• equal employment opportunity (EEO)<br>• anti-discrimination<br>• relevant industry codes of practice<br>• duty of care and heritage |
| **Workplace practices include:** | • legal, organisational and site guidelines<br>• policies and procedures relating to own role and responsibility<br>• quality assurance<br>• procedural manuals<br>• quality and continuous improvement processes and |


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| | |
|---|---|
| | standards<br>• emergency and evacuation<br>• ethical standards<br>• recording and reporting<br>• access and equity principles and practices<br>• equipment use, maintenance and storage<br>• environmental management (waste disposal, recycling and re-use guidelines)<br>• tolerances<br>• following manufacturer instructions |
| **Personal protective equipment includes:** | • safety glasses/goggles<br>• hearing protection<br>• safety footwear<br>• protective clothing<br>• respiratory protection |
| **Work order includes:** | • customer order forms<br>• job cards<br>• quotations for work<br>• worksheets<br>• specifications, including design, size, colour and quantity |
| **Appropriate personnel include:** | • supervisors<br>• suppliers<br>• clients<br>• colleagues<br>• managers or any person responsible for the work activity |
| **Materials include:** | • plastic<br>• timber |
| **Hardware and fixings include:** | • ladder braid<br>• cord<br>• head rails<br>• rollers<br>• cord locks<br>• tilt mechanisms<br>• tilt rods<br>• wands<br>• acorns<br>• trumpets<br>• motors |
| **Punching includes:** | • use of single or multi-stage punching machines |
| **Finishing includes:** | • lacquering<br>• oiling |


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| | |
|---|---|
| | • painting<br>• staining |
| **Head rail components include:** | • rollers<br>• cord lock<br>• tilt mechanisms |
| **Manufacturer instructions include:** | • written instruction booklets or instructions on the hardware or packaging |
| **Work instructions include:** | • instructions for the construction of plastic or timber Venetian-style blinds |
| **Waste includes:** | • plastic<br>• metal<br>• timber |
| **Documentation includes:** | • time sheets<br>• customer care cards<br>• work orders<br>• reports |

# Unit Mapping Information

Supersedes and is equivalent to LMFBA2008A Construct plastic and timber Venetian style blinds

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFBA2007 Construct plastic and timber Venetian-style blinds

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work orders, locate materials and use information to complete tasks in constructing plastic and timber Venetian-style blinds
- Apply safe handling practices and safe operating procedures for equipment, products and materials to:
  - minimise the risk of injury to self or others
  - prevent damage to goods, equipment and products
- Construct a minimum of two (2) plastic Venetian-style blinds and two (2) timber Venetian-style blinds. Task is to include selecting materials and hardware; cutting slats; punching and finishing slats; assembling blind, including head and bottom rail components and tilt mechanisms; cleaning, packaging and storing finished blinds; and reporting materials faults, damaged products or equipment
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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 constructing plastic and timber Venetian-style blinds
- Organisational and workplace standards, requirements, policies and procedures for constructing plastic and timber Venetian-style blinds
- Reading and interpreting workplace documents, including work orders, work instructions and operator instructions
- Environmental protection requirements relating to the disposal of waste material
- Established lines of communication and protocols
- Types of tools and equipment used to construct plastic and timber Venetian-style blinds and procedures for their safe use, operation and maintenance
- Set-up, operation and maintenance of static machines used in blinds manufacture
- Terms used to describe components of plastic and timber Venetian-style blinds
- Characteristics of plastic and timber used in the construction of Venetian-style blinds
- Storage systems and labelling


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- Procedures for the recording, reporting and maintenance of workplace records and information
- Mathematical techniques for estimation and measurement of materials

# Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or it 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 a relevant location for constructing plastic and timber Venetian-style blinds; workplace practices, including standard operating procedures and spacing charts for constructing plastic and timber Venetian-style blinds.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFBA2008 Construct aluminium Venetian-style blinds

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers constructing aluminium Venetian-style blinds. It applies in small to large scale enterprises.

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 | Establish work requirements and prepare for work | 1.1 | Work health and safety (WHS) requirements, legislative requirements and workplace practices are observed throughout the work |
| | | 1.2 | Personal protective equipment is selected and used |
| | | 1.3 | Work orders are checked and confirmed |
| | | 1.4 | Tools and equipment are selected and checked for safe operation |
| | | 1.5 | Aluminium solid or perforated coil stock, hardware and fixings are selected and checked against work order |
| 2 | Assemble blind | 2.1 | Head and bottom rails are selected, measured and cut |


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| | | | |
|---|---|---|---|
| | | 2.2 | Cords and ladder braids are selected, cut and attached to head rail |
| | | 2.3 | Hardware is attached to head and bottom rails |
| | | 2.4 | Venetian blind machine is set up according to manufacturer instructions |
| | | 2.5 | Headrail is attached to Venetian blind machine and the machine run to cut, punch and attach slats to head rail |
| | | 2.6 | Blind is placed on hoist and bottom rail installed |
| | | 2.7 | Ladders are crimped to final blind size |
| | | 2.8 | Finishing hardware is installed |
| | | 2.9 | Child safety mechanisms as required by legislation or code of practice are selected and attached |
| 3 | Make quality checks | 3.1 | Finished blinds are checked ensuring length and width match work order |
| | | 3.2 | Finished blind is tested within limits of normal operation for correct operation and parts of the work that do not comply with work order are repaired or re-worked |
| 4 | Complete work | 4.1 | Finished work is cleaned, protected and stored following workplace practices |
| | | 4.2 | Tools and equipment are cleaned, maintained and stored |
| | | 4.3 | Faulty tools and equipment are reported to appropriate personnel |
| | | 4.4 | Work area is cleaned and waste is disposed of in accordance with workplace practices and environmental legislation covering disposal of industrial waste |
| | | 4.5 | Workplace documentation or reporting is completed |


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# 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 or territory legislation and regulations<br>• organisational safety policies and procedures<br>• the use of personal protective equipment and clothing<br>• firefighting equipment<br>• first aid equipment<br>• hazard and risk control and elimination of hazardous materials and substances<br>• manual handling, including lifting and carrying |
| **Legislative requirements include:** | • applicable legislation from all levels of government that affect organisational operation<br>• award and enterprise agreements<br>• industrial relations<br>• Australian Standards<br>• confidentiality and privacy<br>• the environment<br>• equal employment opportunity (EEO)<br>• anti-discrimination<br>• relevant industry codes of practice<br>• duty of care and heritage |
| **Workplace practices include:** | • legal, organisational and site guidelines<br>• policies and procedures relating to own role and responsibility<br>• quality assurance<br>• procedural manuals<br>• quality and continuous improvement processes and standards<br>• emergency and evacuation |


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| | |
|---|---|
| | • ethical standards<br>• recording and reporting<br>• access and equity principles and practices<br>• equipment use, maintenance and storage<br>• environmental management (waste disposal, recycling and re-use guidelines)<br>• tolerances<br>• following manufacturer instructions |
| **Personal protective equipment includes:** | • safety glasses/goggles<br>• hearing protection<br>• safety footwear<br>• protective clothing<br>• respiratory protection |
| **Work orders include:** | • customer order forms<br>• job cards<br>• quotations for work<br>• worksheets<br>• specifications, including design, size, colour and quantity |
| **Hardware and fixings include:** | • head box components as specified by manufacturer<br>• ladder braid<br>• cord<br>• head rails<br>• rollers<br>• cord locks<br>• tile mechanism<br>• tilt rods<br>• Wands<br>• acorns<br>• trumpets |
| **Tools and equipment include:** | • pliers<br>• scissors<br>• cord threading needle |
| **Work instructions include:** | • instructions for the machining of the coil stock and construction of the blind |
| **Venetian blind machine includes:** | • a machine that crowns, runs and punches the aluminium coil stock. It automatically feeds the slat through the string tapes at each individual level |
| **Manufacturer instructions include:** | • written instruction booklets, instructions on the machine or verbal instructions on correct use |
| **Appropriate personnel** | • assessors<br>• trainers |


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| | |
|---|---|
| **include:** | • supervisors<br>• team leader<br>• maintenance officer<br>• manager or any other person responsible for the work activity |
| **Waste includes:** | • metal<br>• cord<br>• braids |
| **Workplace documentation includes:** | • time sheets<br>• customer care cards<br>• work orders<br>• reports |

# Unit Mapping Information

Supersedes and is equivalent to LMFBA2009A Construct aluminium Venetian style blinds

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFBA2008 Construct aluminium Venetian-style blinds

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order, locate materials and use information to complete tasks in constructing aluminium Venetian-style blinds
- Apply safe handling practices and safe operating procedures for equipment, products and materials to:
  - minimise the risk of injury to self or others
  - prevent damage to goods, equipment and products
- Identify materials and equipment used in constructing aluminium Venetian-style blinds
- Select, set up and maintain equipment in accordance with manufacturer specifications and workplace practices
- Set up, operate and maintain static machines used in the construction of aluminium Venetian-style blinds
- Construct a minimum of two (2) aluminium Venetian-style blinds using two (2) different head box assemblies. Task to include selecting materials and hardware; setting up and operating Venetian blind machine; assembling blind; cleaning, packaging and storing finished blind; cleaning work area; and completing workplace documentation and reports, such as reporting material faults, damaged products or equipment
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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 constructing aluminium Venetian-style blinds
- Organisational and workplace standards, requirements, policies and procedures for constructing aluminium Venetian-style blinds
- Reading and interpreting workplace documents, including work orders, work instructions and operator instructions
- Environmental protection requirements relating to the disposal of waste material
- Established lines of communication and protocols
- Types of tools and equipment used to construct aluminium Venetian-style blinds and procedures for their safe use, operation and maintenance


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- Terms used to describe components of aluminium Venetian-style blinds
- Characteristics of aluminium used for constructing Venetian-style blinds
- Set-up, operation and maintenance of static machines used in the construction of aluminium Venetian-style blinds
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Mathematical techniques for estimation and measurement of materials

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or it 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 a location relevant to constructing aluminium Venetian-style blinds; and workplace practices, including standard operating procedures for constructing aluminium Venetian-style blinds.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFBA2009 Construct metal louvre and canopy-hooded style awnings

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers constructing metal louvre and canopy-hooded style awnings. It applies to small to large scale enterprises.

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 | Plan and prepare work | 1.1 | Work health and safety (WHS) requirements, legislative requirements and workplace practices are observed throughout the work |
| | | 1.2 | Personal protective equipment is selected and used |
| | | 1.3 | Work orders are checked and confirmed |
| | | 1.4 | Materials and hardware are selected and checked against work requirements |
| | | 1.5 | Tools and equipment are selected and checked for safe operation |
| 2 | Cut stock and | 2.1 | Metal stock is cut to manufacturer recommendations |


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| | | | |
|---|---|---|---|
| | assemble awning | 2.2 | Metal is bent to form shape of awning |
| | | 2.3 | Awning is assembled to manufacturer specifications |
| 3 | Make quality checks | 3.1 | Completed awnings are checked ensuring finished product matches work order |
| | | 3.2 | Completed awning is tested within limits of normal operation for correct operation and parts of the work that do not comply with work order are repaired or re-worked |
| 4 | Complete work | 4.1 | Finished work is cleaned, protected and stored following workplace practices |
| | | 4.2 | Tools and equipment are cleaned, maintained and stored |
| | | 4.3 | Faulty tools and equipment are reported to appropriate personnel |
| | | 4.4 | Work area is cleaned and waste is disposed of according to workplace practices |
| | | 4.5 | Workplace documentation is completed |

# 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 or territory legislation and regulations
- organisational safety policies and procedures
- the use of personal protective equipment and clothing


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| | |
|---|---|
| | • firefighting equipment<br>• first aid equipment<br>• hazard and risk control and elimination of hazardous materials and substances<br>• manual handling, including lifting and carrying |
| **Legislative requirements include:** | • applicable legislation from all levels of government that affect organisational operation<br>• award and enterprise agreements<br>• industrial relations<br>• Australian Standards<br>• confidentiality and privacy<br>• the environment<br>• equal employment opportunity (EEO)<br>• anti-discrimination<br>• relevant industry codes of practice<br>• duty of care and heritage |
| **Workplace practices include:** | • legal, organisational and site guidelines<br>• policies and procedures relating to own role and responsibility<br>• quality assurance<br>• procedural manuals<br>• quality and continuous improvement processes and standards<br>• emergency and evacuation<br>• ethical standards<br>• recording and reporting<br>• access and equity principles and practices<br>• equipment use, maintenance and storage<br>• environmental management (waste disposal, recycling and re-use guidelines)<br>• tolerances<br>• following manufacturer instructions |
| **Personal protective equipment includes:** | • safety glasses/goggles<br>• hearing protection<br>• safety footwear<br>• protective clothing<br>• respiratory protection |
| **Work orders include:** | • quotations for work<br>• job cards<br>• customer orders<br>• worksheets<br>• specifications, including design, size, colour and quantity |


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| | |
|---|---|
| **Materials include:** | • aluminium<br>• steel panels<br>• stringers |
| **Hardware includes:** | • rivets<br>• screws |
| **Tools and equipment include:** | • drills<br>• pop rivet guns<br>• screw guns<br>• guillotine<br>• panel saws<br>• benders<br>• shears |
| **Manufacturer specifications include:** | • written or verbal specifications |
| **Appropriate personnel include:** | • assessor<br>• trainer<br>• supervisor<br>• team leader<br>• maintenance officer<br>• manager or any other person responsible for the work activity |
| **Waste includes:** | • textiles<br>• metal<br>• timber |
| **Workplace documentation includes:** | • time sheets<br>• customer care cards<br>• work orders<br>• reports |

# Unit Mapping Information

Supersedes and is equivalent to LMFBA2010A Construct metal louvre and canopy hooded style awnings

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFBA2009 Construct metal louvre and canopy-hooded style awnings

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order, locate materials and use information to complete tasks in constructing metal louvre and canopy-hooded style awnings
- Apply safe handling practices and safe operating procedures for equipment, products and materials to:
  - minimise the risk of injury to self or others
  - prevent damage to goods, equipment and products
- Construct one (1) metal louvred awning and one (1) metal canopy-hooded awning. Task is to include selecting materials and hardware; machining material as required by manufacturer of metal stock; assembling awnings; cleaning, packaging and storing awnings; cleaning work area; maintaining and storing equipment; and completing workplace documentation and reports, such as reporting material faults, damaged products or equipment
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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 constructing metal louvre and canopy-hooded style awnings
- Organisational and workplace standards, requirements, policies and procedures for constructing metal louvre and canopy-hooded style awnings
- Reading and interpreting workplace documents, including work orders, work instructions and operator instructions
- Environmental protection requirements relating to the disposal of waste material
- Established lines of communication and protocols
- Types of tools and equipment used to construct metal louvre and canopy-hooded style awnings and procedures for their safe use, operation and maintenance
- Terms used to describe components of metal louvre and canopy-hooded style awnings
- Characteristics of metals used in the construction of metal louvre and canopy-hooded style awnings


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- Set-up, operation and maintenance of static machines used in the construction of metal louvre and canopy-hooded style awnings
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Mathematical techniques for estimation and measurement of materials

# Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or it 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 a location relevant to constructing metal louvre and canopy-hooded style awnings; and workplace practices, including standard operating procedures for constructing metal louvre and canopy-hooded style awnings.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFBA2010 Construct aluminium roll-up style awnings

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers constructing aluminium roll-up style awnings. The unit applies in a workplace environment and may be conducted in small to large scale enterprises.

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 | Plan and prepare work | 1.1 | Work health and safety (WHS) requirements, legislative requirements and workplace practices are observed throughout the work |
| | | 1.2 | Personal protective equipment is selected and used |
| | | 1.3 | Work orders are checked and confirmed |
| | | 1.4 | Tools and equipment are selected and checked for safe operation |
| | | 1.5 | Aluminium stock and hardware are selected and checked against work requirements. |
| 2 | Cut materials | 2.1 | Head box, roller and bottom rail are cut |


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| | | | |
|---|---|---|---|
| | ready for assembly | 2.2 | Spring is selected according to manufacturer specifications |
| | | 2.3 | Aluminium panels are cut |
| | | 2.4 | Measurements are checked against work order |
| 3 | Construct awning | 3.1 | Aluminium panels are joined to form awning skin |
| | | 3.2 | Roller and bottom rail are installed to skin |
| | | 3.3 | Spring and pin end are fitted to roller |
| | | 3.4 | End caps and pull ring are installed to bottom rail |
| 4 | Make quality checks | 4.1 | Completed awnings are checked ensuring finished product matches work order |
| | | 4.2 | Finished blind is tested within limits of correct operation for correct operation and parts of the work that do not comply with work order are repaired or re-worked |
| 5 | Complete work | 5.1 | Arms and fittings are selected ready for installation |
| | | 5.2 | Finished work is cleaned, packaged with installation hardware and stored following workplace practices |
| | | 5.3 | Tools and equipment are cleaned, maintained and stored |
| | | 5.4 | Faulty tools and equipment are reported to appropriate personnel |
| | | 5.5 | Work area is cleaned and waste is disposed of in accordance with workplace practices and environmental legislation covering disposal of industrial waste |

# 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.


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

**Legislative requirements include:**

- applicable legislation from all levels of government that affect organisational operation
- award and enterprise agreements
- industrial relations
- Australian Standards
- confidentiality and privacy
- the environment
- equal employment opportunity (EEO)
- anti-discrimination
- relevant industry codes of practice
- duty of care and heritage

**Workplace practices include:**

- 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
- 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)
- tolerances
- following manufacturer instructions

**Personal protective**

- safety glasses/goggles


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| | |
|---|---|
| **equipment includes:** | • hearing protection<br>• safety footwear<br>• protective clothing<br>• respiratory protection |
| **Work orders include:** | • quotations for work<br>• job cards<br>• customer orders<br>• worksheets<br>• specifications, including design, size, colour and quantity |
| **Hardware includes:** | • screws<br>• rivets<br>• roller<br>• bottom rail<br>• head box components<br>• spring<br>• pin end<br>• pull ring<br>• end caps<br>• rivets |
| **Tools and equipment include:** | • guillotine<br>• screw drivers<br>• pop rivet gun |
| **Manufacturer instructions include:** | • written instruction booklets, instructions on the tools and equipment or instructions for correct usage |
| **Joining includes:** | • riveting or welding processes |
| **Appropriate personnel include:** | • assessor<br>• trainer<br>• supervisor<br>• team leader<br>• maintenance officer<br>• manager or any other person responsible for the work activity |
| **Waste includes:** | • metal<br>• hardware |
| **Workplace documentation includes:** | • time sheets<br>• customer care cards<br>• work orders |


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# Unit Mapping Information

Supersedes and is equivalent to LMFBA2011A Construct aluminium roll up style awnings

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFBA2010 Construct aluminium roll-up style awnings

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order, locate materials and use information to complete tasks in constructing aluminium roll-up style awnings
- Apply safe handling practices and safe operating procedures for equipment, products and materials to:
  - minimise the risk of injury to self or others
  - prevent damage to goods, equipment and products
- Identify materials and equipment used in constructing aluminium roll-up style awnings
- Select, set up and maintain equipment in accordance with manufacturer specifications and workplace practices
- Construct a minimum of two (2) aluminium roll-up style awnings. Task is to include selecting materials; cutting aluminium panels; preparing hardware; constructing awning skin; applying hardware; cleaning, packaging and storing completed awning; cleaning work area; maintaining and storing tools and equipment; and completing workplace documentation, such as reporting material faults, damaged products or equipment
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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 constructing aluminium roll-up style awnings
- Organisational and workplace standards, requirements, policies and procedures for constructing aluminium roll up style awnings
- Reading and interpreting workplace documents, including work orders, work instructions and operator instructions
- Environmental protection requirements relating to the disposal of waste material
- Established lines of communication and protocols
- Types of tools and equipment used to construct aluminium roll-up style awnings and procedures for their safe use, operation and maintenance
- Terms used to describe components of aluminium roll-up style awnings
- Characteristics of aluminium used in the construction of roll-up style awnings


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- Set-up, operation and maintenance of static machines used in the construction of aluminium roll-up style awnings
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Mathematical techniques for estimation and measurement of materials

## 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 a location relevant to constructing aluminium roll-up style awnings; and workplace practices, including standard operating procedures for constructing aluminium roll-up style awnings

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFCP2001 Use coopering sector hand and power tools

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers use of coopering hand and power tools, including their identification, selection, preparation, use and storage. It may apply to a factory or an on-site environment and involves application of skills and knowledge at both the production worker and trade skills level.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Coopering

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify hand and power tools | 1.1 | Applicable work health and safety (WHS), legislative and organisational requirements relevant to coopering operations are verified and complied with |
| | | 1.2 | Types of hand and power tools and their functions are identified |
| | | 1.3 | WHS requirements, including personal protection needs, are observed throughout the work |
| 2 | Select and use hand tools | 2.1 | Hand tools selected are consistent with needs of the job |
| | | 2.2 | Selected hand tools are checked for serviceability and safety and any faults rectified or reported |


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| | | | |
|---|---|---|---|
| | | 2.3 | Equipment is selected to hold or support material for hand tools application where applicable |
| | | 2.4 | Material is located and held in position for hand tool application |
| | | 2.5 | Hand tools are safely and effectively used according to their intended use |
| | | 2.6 | Hand tools are safely located when not in immediate use |
| 3 | Select and use power tools | 3.1 | Power tools are selected consistent with needs of the job in accordance with conventional work practice |
| | | 3.2 | Power tools are visually checked for serviceability/safety in accordance with WHS requirements and any faults rectified or reported |
| | | 3.3 | Equipment is selected to hold or support materials for power tool application as applicable |
| | | 3.4 | Material is located and held in position for power tool application as applicable |
| | | 3.5 | Power tools are safely and effectively used in application processes |
| | | 3.6 | Power tools are safely located when not in use |
| 4 | Clean work areas and maintain tools | 4.1 | Faulty and/or defective equipment is tagged and reported in accordance with workplace procedures |
| | | 4.2 | Waste and scrap are removed following workplace procedures |
| | | 4.3 | Tools used are cleaned, inspected for serviceable condition and stored appropriately in accordance with workplace procedures |
| | | 4.4 | Equipment and work area clean-up is maintained in accordance with workplace procedures |
| | | 4.5 | Records and reports are completed to workplace requirements |


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures, or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem-solving skills

**Tools and equipment include:**

- hand tools:
  - hand plane
  - chisels
  - hand saws
  - spokeshave
  - hammer
  - mallet
  - auger
  - croze
  - driver
  - knives (belly, crum, heading and hollow)
  - cooper’s hammer
  - maul
  - bradawal
  - adze(s)
  - shaves (hoop, inside and heading)
  - swift


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- marking-out tools
- files
- rasps
- scraper
- screwdrivers
- hand drill

- power tools:
  - bench grinder
  - presses (hoops)
  - head making machine
  - drop saw
  - circular power saw
  - planer
  - double sided planer
  - drill
  - jig saw
  - computer numeric controlled (CNC) router
  - laser cutter
  - trimmer
  - biscuit machine
  - brad/nail and staple gun
  - sanders (long belt, disk and machine)

**Waste includes:**

- off-cuts
- shavings
- sawdust

**Records and reports include:**

- the machining method
- product type
- size
- inspection
- grading and labelling outcomes
- storage locations
- quality outcomes
- hazards
- incidents
- equipment malfunctions

**Personal protective equipment includes:**

- that prescribed under legislation, regulations and enterprise policies and practices

**Information and**

- workplace procedures relating to the use of tools and equipment


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**procedures include:**

- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

# Unit Mapping Information

Supersedes and is equivalent to LMFCP2001A Use coopering sector hand and power tools

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFCP2001 Use coopering sector hand and power tools

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Select appropriate hand or power tools set out in the Range of Conditions for common coopering work and demonstrate their safe and effective use to complete coopering tasks
- Conduct operator maintenance on hand and power tools, including the grinding of:
  - shaves
  - specialised hand tools
  - drill bits
- Store tools correctly
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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 coopering operation
- Basic barrel construction terminology and techniques
- Basic barrel repair terminology and techniques
- Coopering tools, their characteristics, uses, limitations and operator maintenance requirements
- Coopering hand tool application techniques


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- Coopering power tool set-up and application techniques
- Coopering components standard shapes and forms
- Environmental protection requirements relating to the disposal of waste material
- Established communication channels and protocols
- Relevant problem identification and resolution
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

# 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 the full range of routinely used coopering hand and power tools.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFCP2002 Produce barrels using non-fired processes

## Modification History

Release 1 - New unit of competency

## Application

## Pre-requisite Unit

## Competency Field

## Unit Sector

Coopering

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify and respond to timber and material properties | 1.1 | Types of timber and inherent characteristics are analysed to select the optimum timber for the product |
| | | 1.2 | Characteristics and properties of oak are identified and considered |
| | | 1.3 | Properties and impacts of metals are identified and considered |
| 2 | Respond to the impact of the barrel properties on wine product | 2.1 | Cause and effects on the product of controlled oxidation is considered and responded to |
| | | 2.2 | Cause and effects on the product of barrel maturation is considered and responded to |
| | | 2.3 | Cause and effect of the fermentation in barrel is considered and responded to |
| | | 2.4 | Impact of seasoning on the barrel timber components and the product are considered as a factor in determination of seasoning requirements |
| 3 | Prepare for | 3.1 | Applicable work health and safety (WHS), legislative and organisational requirements relevant to coopering |


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| | | | |
|---|---|---|---|
| | production | | operations are verified and complied with |
| | | 3.2 | Work order is reviewed, confirmed and clarified with appropriate personnel |
| | | 3.3 | Barrel production sequence is planned |
| | | 3.4 | Procedures are determined for checking quality at each stage of the process |
| | | 3.5 | Suitable work area is selected for the task |
| | | 3.6 | Tools and equipment suitable for the work are selected and checked for safe operation |
| 4 | Select and prepare components | 4.1 | Materials, hardware, fittings and attachments are collected |
| | | 4.2 | Fixing and joining devices are selected in accordance with work instructions and type of materials to be joined |
| | | 4.3 | Jigs are selected and checked for suitability of purpose |
| | | 4.4 | Components, including staves and heads, are machined and prepared to specification |
| 5 | Assemble components | 5.1 | Components are laid out and joined using jigs, appropriate fastenings and clamping devices |
| | | 5.2 | Hand and/or power tools and equipment are used as required |
| | | 5.3 | Assembled components are checked for compliance with specifications |
| | | 5.4 | Components are prepared, assembled, fitted and checked in accordance with specification |
| 6 | Finish the product | 6.1 | Product is lined in accordance with specification |
| | | 6.2 | Product is tested for leakage and faults are repaired |
| | | 6.3 | Decorative features or fittings are fitted and secured to specification |
| | | 6.4 | Product is sanded and prepared for coating |
| | | 6.5 | Product is coated in accordance with specification and intended commercial application |


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|---|---|---|---|
| 7 | Clean work area/s and maintain equipment | 7.1 | Faulty and/or defective equipment is tagged and reported in accordance with workplace procedures |
| | | 7.2 | Finished products are organised and stored in holding area |
| | | 7.3 | Waste and scrap are removed following workplace procedures |
| | | 7.4 | Tools and equipment used are cleaned; inspected for serviceable condition and stored appropriately in accordance with workplace procedures |
| | | 7.5 | Equipment and work area clean-up is maintained in accordance with workplace procedures |
| | | 7.6 | Records and reports are completed to workplace requirements |

## 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures, or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements


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| | |
|---|---|
| | • work requires individuals to demonstrate some discretion, judgement and problem-solving skills |
| **Work order includes:** | • design<br>• tolerances<br>• process<br>• materials<br>• finish<br>• quantity |
| **Appropriate personnel include:** | • supervisors<br>• suppliers<br>• clients<br>• colleagues<br>• managers |
| **Barrels include:** | • traditional barrel or equivalent products, such as:<br>  • vats<br>  • casks<br>  • tubs<br>  • bars<br>  • baths |
| **Timbers include:** | • French/American/Australian oak<br>• red gum<br>• maple spruce<br>• jarrah<br>• birch<br>• cyprus<br>• elm<br>• fir |
| **Oak properties include:** | • types and sources<br>• composition<br>• medullary rays<br>• tyloses |
| **Metals include:** | • steel<br>• stainless steel<br>• copper<br>• other alloys |
| **Barrel maturation:** | • contributes to extraction of flavours from the oak which enhance the complexity and intensity of the wine flavour |
| **Seasoning impact includes:** | • the effects on the levels of extractable oak constituents, particularly oak lactones |
| **Production sequence** | • docking and grading staves |


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**includes:**

- dressing staves
- jointing staves
- rising or assembling barrel
- bending the barrel
- crozing
- making heads
- cutting the head
- fitting the head
- finishing the barrel
- fitting final hoops
- testing

**Tools and equipment include:**

- hand tools:
  - hand plane
  - chisels
  - hand saws
  - spokeshave
  - hammer
  - mallet
  - auger
  - croze
  - driver
  - knives (belly, crum, heading and hollow)
  - cooper’s hammer
  - maul
  - bradawal
  - adze(s)
  - shaves (hoop, inside and heading)
  - swift
  - marking-out tools
  - files
  - rasps
  - scraper
  - screwdrivers
  - hand drill
- power tools:
  - bench grinder
  - presses (hoops)
  - head making machine
  - drop saw
  - circular power saw


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| | |
|---|---|
| | • planer<br>• double sided planer<br>• drill<br>• jig saw<br>• computer numerically controlled (CNC) router<br>• laser cutter<br>• trimmer<br>• biscuit machine<br>• brad/nail and staple gun<br>• sanders (long belt, disk and machine) |
| **Materials include:** | • solid timber<br>• caulking cotton<br>• wedges<br>• workhole pegs<br>• tooth picks<br>• metal wedges |
| **Jigs include:** | • shaped templates for routing |
| **Coopering components include:** | • heads<br>• staves and hoops<br>• decorative features or fittings in steel, stainless steel or copper |
| **Checking includes:** | • fitting<br>• correct number and fitting of staves<br>• hoop and hardware, fittings and attachments<br>• conformity to work instruction and quality requirements |
| **Lining includes:** | • plastics<br>• foil<br>• sealing coating |
| **Testing includes:** | • standard hot water leakage testing |
| **Repair of leakage faults include:** | • plugging<br>• caulking<br>• re-machining |
| **Decorative features or fittings include:** | • final hoops and taps which may be steel, stainless steel or copper |
| **Coating includes:** | • paint<br>• lacquer<br>• polyurethane<br>• varnish |


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| | |
|---|---|
| **Waste includes:** | • off-cuts<br>• shavings<br>• sawdust |
| **Records and reports include:** | • the machining method<br>• product type<br>• size<br>• inspection<br>• grading and labelling outcomes<br>• storage locations<br>• quality outcomes<br>• hazards<br>• incidents<br>• equipment malfunctions |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is not equivalent to LMFCP2002A Produce barrels using non-fired processes

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFCP2002 Produce barrels using non-fired processes

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Identify a range of timber types, including oak, and detail their uses and limitations and the properties of American and French oak
- Consider the likely effects of controlled oxidation, barrel maturation and in-barrel fermentation on products
- Complete a minimum of two (2) non-fired and fully finished barrel or equivalent products to specification
- Effectively conduct operator maintenance on tools and equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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 coopering operation
- Basic barrel construction terminology and techniques
- Basic barrel repair terminology and techniques
- Organisational and site standards, requirements, policies and procedures for coopering
- Types of coopering tools and equipment and procedures for their safe use, operation and maintenance


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- Types of timbers used in the coopering industry, their characteristics, properties, uses and limitations
- Types and sources of oak and the advantage/disadvantages of each
- The effects of the structure of timber, including:
  - parts of the tree and tree cell structure
  - optimum stave production techniques
  - types of seasoning and the impacts of techniques, including combination techniques, on the cell structure
- The effects of the barrel properties on the wine and spirit product
- Coopering components standard shapes and forms
- Environmental protection requirements relating to the disposal of waste material
- Established communication channels and protocols
- Relevant problem identification and resolution
- Set-up and operation of machining equipment
- Cutting patterns and sequences
- Cutting tool condition assessment
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

# 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, including examples of timber, samples of oak and equipment, relevant to producing a coopering product and specifications.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFCP2003 Produce barrels using fired processes

## Modification History

Release 2 - Mapping corrected. Supersedes and is not equivalent to LMFCP3003A

Release 1 - New unit of competency

## Application

## Pre-requisite Unit

## Competency Field

## Unit Sector

Coopering

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify and respond to timber and material properties | 1.1 | Types of timber and inherent characteristics are analysed to select the optimum timber for the product |
| | | 1.2 | Characteristics and properties of oak are identified and considered |
| | | 1.3 | Properties and impacts of metals are identified and considered |
| 2 | Respond to the impact of the barrel properties on wine product | 2.1 | Cause and effects on the product of controlled oxidation is considered and responded to |
| | | 2.2 | Cause and effects on the product of barrel maturation is considered and responded to |
| | | 2.3 | Cause and effect of the fermentation in barrel is considered and responded to |
| | | 2.4 | Impact of toasting on the barrel and the product are responded to as a factor in the toasting operation |
| | | 2.5 | Impact of seasoning on the barrel timber components |



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| | | | and the product are considered as a factor in determination of seasoning requirements |
| 3 | Prepare for production | 3.1 | Applicable work health and safety (WHS), legislative and organisational requirements relevant to coopering operations are verified and complied with |
| | | 3.2 | Work order is reviewed, confirmed and clarified with appropriate personnel |
| | | 3.3 | Barrel production sequence is planned |
| | | 3.4 | Procedures are determined for checking quality at each stage of the process |
| | | 3.5 | Suitable work area is selected for the task |
| | | 3.6 | Tools and equipment suitable for the work are selected and checked for safe operation |
| 4 | Select and prepare components | 4.1 | Materials, hardware, fittings and attachments are collected |
| | | 4.2 | Fixing and joining devices are selected in accordance with work instructions and type of materials to be joined |
| | | 4.3 | Jigs are selected and checked for suitability of purpose |
| | | 4.4 | Components, including staves and heads, are machined and prepared to specification |
| 5 | Pre-assemble barrel components | 5.1 | Components are laid out inspected and selected for use and joined using jigs |
| | | 5.2 | Heads are joined and clamped |
| | | 5.3 | Staves are fitted and hooped |
| | | 5.4 | Hand and/or power tools and equipment are used as required |
| | | 5.5 | Assembled components are checked for compliance with specifications |
| 6 | Fire the barrel | 6.1 | Barrel’s intended use and related technical instructions are analysed to determine the toasting technique and timing |
| | | 6.2 | Barrel interior is toasted to specification |


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|---|---|---|---|
| | | 6.3 | Tensioning processes are applied |
| | | 6.4 | Hoops are fitted |
| | | 6.5 | Crozing is completed to specification |
| | | 6.6 | Heads are cut, bevelled to size and fitted |
| 7 | Finish the product | 7.1 | Barrel is finished using belt, disk or machine sander and hand tools |
| | | 7.2 | Final hoops and decorative features or fittings are fitted and secured to specification |
| | | 7.3 | Barrel is tested for leakage and faults are repaired |
| 8 | Clean work area and maintain equipment | 8.1 | Faulty and/or defective equipment is tagged and reported in accordance with workplace procedures |
| | | 8.2 | Finished products are organised and stored in holding area |
| | | 8.3 | Waste and scrap are removed following workplace procedures |
| | | 8.4 | Tools and equipment used are cleaned, inspected for serviceable condition and stored appropriately in accordance with workplace procedures |
| | | 8.5 | Equipment and work area clean-up is maintained in accordance with workplace procedures<br>Records and reports are completed to workplace requirements |
| | | 8.6 | Faulty and/or defective equipment is tagged and reported in accordance with workplace procedures |

# 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.


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem-solving skills

**Appropriate personnel include:**

- supervisors
- suppliers
- clients
- colleagues
- managers

**Barrels include:**

- traditional barrel or equivalent products, such as:
  - vats
  - casks
  - tubs
  - bars
  - baths

**Timbers include:**

- French/American/Australian oak
- red gum
- maple spruce
- jarrah
- birch
- cyprus
- elm
- fir

**Oak properties include:**

- types and sources
- composition
- medullary rays
- tyloses

**Metals include:**

- steel
- stainless steel


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- copper
- other alloys

**Barrel maturation:**

- contributes to extraction of flavours from the oak which enhance the complexity and intensity of the wine flavour

**Production sequence includes:**

- docking and grading staves
- dressing staves
- jointing staves
- rising or assembling barrel
- bending the barrel
- crozing
- making heads
- cutting the head
- fitting the head
- finishing the barrel
- fitting final hoops
- testing

**Tools and equipment include:**

- hand tools:
  - hand plane
  - chisels
  - hand saws
  - spokeshave
  - hammer
  - mallet
  - auger
  - croze
  - driver
  - knives (belly, crum, heading and hollow)
  - cooper’s hammer
  - maul
  - bradawal
  - adze(s)
  - shaves (hoop, inside and heading)
  - swift
  - marking-out tools
  - files
  - rasps
  - scraper
  - screwdrivers
  - hand drill
- power tools:


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- bench grinder
- presses (hoops)
- head making machine
- drop saw
- circular power saw
- planer
- double sided planer
- drill
- jig saw
- computer numeric controlled (CNC) router
- laser cutter
- trimmer
- biscuit machine
- brad/nail and staple gun
- sanders (long belt, disk and machine)

**Materials include:**

- solid timber
- caulking cotton
- wedges
- workhole pegs
- tooth picks
- metal wedges

**Jigs include:**

- shaped templates for routing

**Coopering components include:**

- heads
- staves and hoops
- decorative features or fittings in steel, stainless steel or copper

**Checking includes:**

- fitting
- correct number and fitting of staves
- hoop and hardware, fittings and attachments
- conformity to work instruction and quality requirements

**Decorative features or fittings include:**

- final hoops and taps which may be steel, stainless steel or copper

**Testing includes:**

- standard hot water leakage testing

**Repair of leakage faults include:**

- plugging
- caulking
- re-machining

**Storage includes:**

- ensuring that there is no obstruction of traffic
- components and products are not damaged in storage
- products are accessible for further distribution/despatch


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| | |
|---|---|
| **Waste includes:** | • off-cuts<br>• shavings<br>• sawdust |
| **Records and reports include:** | • the machining method<br>• product type<br>• size<br>• inspection<br>• grading and labelling outcomes<br>• storage locations<br>• quality outcomes<br>• hazards<br>• incidents<br>• equipment malfunctions |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

•
•

# Unit Mapping Information

Supersedes and is not equivalent to LMFCP3003A Produce barrels using fired processes

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFCP2003 Produce barrels using fired processes

## Modification History

Release 2 - Mapping corrected. Supersedes and is not equivalent to LMFCP3003A

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Identify a range of timber types, including oak, and detail their uses and limitations and the properties of American and French oak
- Consider the likely effects of controlled oxidation, barrel maturation and in-barrel fermentation on products
- Complete a fired and fully finished barrel or equivalent product to specification
- Conduct operator maintenance on tools and equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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 coopering operation
- Barrel construction terminology and techniques
- Barrel firing/toasting techniques
- Barrel repair terminology and techniques
- The impact of firing on barrel content characteristics
- Organisational and site standards, requirements, policies and procedures for coopering



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- Types of coopering tools and equipment and procedures for their safe use, operation and maintenance
- Types of timbers used in the coopering industry, their characteristics, properties, uses and limitations
- Types and sources of oak and the advantage/disadvantages of each
- The effects of the structure of timber, including:
  - parts of the tree and tree cell structure
  - optimum stave production techniques
  - types of seasoning and the impacts of techniques, including combination techniques, on the cell structure
- Environmental protection requirements relating to the disposal of waste material
- Established communication channels and protocols
- Relevant problem identification and resolution
- Set-up and operation of machining equipment
- Cutting patterns and sequences
- Cutting tool condition assessment
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

# 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 and equipment relevant to producing a fired coopering product and specifications.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFCP2004 Maintain and repair barrels

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers preparing, inspecting, disassembling, cleaning, repairing and restoring barrels. It may apply to a factory or an on-site environment

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Coopering

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify and confirm maintenance requirements | 1.1 | Applicable work health and safety (WHS), legislative and organisational requirements relevant to coopering operations are verified and complied with |
| | | 1.2 | Work order is reviewed, confirmed and clarified with appropriate personnel |
| | | 1.3 | Barrel is disassembled, as necessary, to provide inspection access |
| | | 1.4 | Barrel is cleaned of build-up materials or other matter which may inhibit inspection |
| | | 1.5 | Barrel is tested, inspected and evaluated for faults |
| | | 1.6 | Further maintenance and repair requirements are |


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| | | | |
|---|---|---|---|
| | | | identified and/or confirmed |
| 2 | Prepare for maintenance and repair | 2.1 | Maintenance and repair requirements are analysed and procedures are determined for checking quality at each stage of the process |
| | | 2.2 | Tools, equipment, materials and components required for the maintenance and repair are selected, sourced and prepared for use |
| | | 2.3 | Disassembly required for maintenance and repair is completed |
| | | 2.4 | Barrel and components are cleaned internally and externally |
| 3 | Complete maintenance and repair activities | 3.1 | Faulty parts and components are replaced |
| | | 3.2 | Leakage faults are repaired by the appropriate means |
| | | 3.3 | Barrel is re-assembled and refired |
| | | 3.4 | Barrel is tested and inspected to confirm the effectiveness of repairs |
| | | 3.5 | Cleaning and sterilisation processes relevant to the work circumstances are selected and applied |
| | | 3.6 | Barrel is finished, fully restored and prepared for use |
| 4 | Clean work area and maintain equipment | 4.1 | Faulty and/or defective equipment is tagged and reported in accordance with workplace procedures |
| | | 4.2 | Waste and scrap are removed following workplace procedures |
| | | 4.3 | Tools and equipment used are cleaned, inspected for serviceable condition and stored appropriately in accordance with workplace procedures |
| | | 4.4 | Equipment and work area clean-up is maintained in accordance with workplace procedures |
| | | 4.5 | Records and reports are completed to workplace requirements |


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

**Work order includes:**

- design
- tolerances
- process
- materials
- finish
- quantity

**Appropriate personnel include:**

- supervisors
- suppliers
- clients
- colleagues
- managers

**Barrels include:**

- traditional barrel or equivalent products, such as:
  - vats
  - casks
  - tubs
  - bars
  - baths


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**Barrel cleaning includes:**

- hand and machine shaving of build-up
- the application of authorised cleaning materials

**Faults and blemishes include:**

- material faults:
  - knots
  - sapwood
  - splits and shakes
  - rot and decay
  - insect infestation
  - mineral streak or brown stripe
  - broken chime
  - split staves
  - acetic or volatile barrel
  - mouldy barrel
  - water contamination
- manufacturing faults:
  - head joint
  - stave and chime leakage
- wear, tear and deterioration faults:
  - handling damage
  - discolouration
  - broken staves
  - buckled heads
  - burst heads
  - build-up of fermentation products
  - contamination

**Maintenance and repair requirements include:**

- component repair and replacement
- detailed cleaning and sterilisation
- testing

**Tools and equipment include:**

- hand tools:
  - hand plane
  - chisels
  - hand saws
  - spokeshave
  - hammer
  - mallet
  - auger
  - croze
  - driver
  - knives (belly, crum, heading and hollow)


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- cooper’s hammer
- maul
- bradawal
- adze(s)
- shaves (hoop, inside and heading)
- swift
- marking-out tools
- files
- rasps
- scraper
- screwdrivers
- hand drill

- power tools:
  - bench grinder
  - presses (hoops)
  - head making machine
  - drop saw
  - circular power saw
  - planer
  - double sided planer
  - drill
  - jig saw
  - computer numerically controlled (CNC) router
  - laser cutter
  - trimmer
  - biscuit machine
  - brad/nail and staple gun
  - sanders (long belt, disk and machine)

**Materials include:**

- solid timber
- caulking cotton
- wedges
- workhole pegs
- tooth picks
- metal wedges

**Coopering components include:**

- heads
- staves and hoops
- decorative features or fittings in steel, stainless steel or copper


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| | |
|---|---|
| **Repair of leakage faults include:** | • plugging<br>• caulking<br>• re-machining |
| **Testing includes:** | • standard hot water leakage testing |
| **Waste includes:** | • off-cuts<br>• shavings<br>• sawdust |
| **Records and reports include:** | • the machining method<br>• product type<br>• size<br>• inspection<br>• grading and labelling outcomes<br>• storage locations<br>• quality outcomes<br>• hazards<br>• incidents<br>• equipment malfunctions |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFCP3004A Maintain and repair barrels

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFCP2004 Maintain and repair barrels

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Clean a barrel using both hand and machine methods
- Repair a leakage fault and replace a range of faulty component parts
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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 coopering operation
- Barrel construction terminology and techniques
- Barrel firing/toasting techniques
- Barrel repair terminology and techniques
- The impact of firing on wine characteristics
- Organisational and site standards, requirements, policies and procedures for coopering
- Types of coopering tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of timber, timber products and defects
- Coopering components standard shapes and forms
- Environmental protection requirements relating to the disposal of waste material
- Established communication channels and protocols


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- Relevant problem identification and resolution
- Set-up and operation of machining equipment
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

# 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 and equipment relevant to the maintenance and repair of barrels and specifications.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFDG2001 Assemble leadlight and stained glass components

## Modification History

Release 1. Supersedes and is equivalent to MSFSL2001 Assemble leadlight and stained glass components.

## Application

This unit describes the skills and knowledge required to assemble leadlight and stained glass components using a range of fixing and joining components.

This unit applies to individuals working with designed glass.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Leadlight and Stained Glass

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Plan and prepare for work | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Identify and select tools and equipment based on job requirements and check for serviceability and safety prior to use<br>1.3 Identify, obtain and prepare materials appropriate to the work application and safely handle and locate ready for use<br>1.4 Identify workplace environment considerations and apply measures to reduce noise, dust and obstacles<br>1.5 Plan assembly sequence in a logical order |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Assemble components | 2.1 Lay out components and assemble using jigs and appropriate fastenings<br>2.2 Use hand and/or power tools, and equipment correctly based on job needs<br>2.3 Check assembled work for compliance with specifications<br>2.4 Prepare, assemble and fit components in accordance with specifications<br>2.5 Repair or tag work which does not meet quality specifications for further processing, recycling or disposal in accordance with workplace procedures<br>2.6 Organise and store finished products in holding area suited to the product |
| 3. Clean work area and maintain equipment | 3.1 Tag and report faulty and/or defective equipment in accordance with workplace procedures<br>3.2 Remove waste and scrap in accordance with workplace procedures<br>3.3 Clean and inspect tools and equipment for serviceable condition and store appropriately in accordance with workplace procedures<br>3.4 Maintain equipment and clean-up work area in accordance with workplace procedures |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFSL2001 Assemble leadlight and stained glass components.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFDG2001 Assemble leadlight and stained glass components

## Modification History

Release 1. Supersedes and is equivalent to MSFSL2001 Assemble leadlight and stained glass components.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- assembled leadlight and stained glass components, including at least 1 of each of the following:
  - panel
  - door insert
  - window insert.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- state or territory work health and safety legislation, regulations, standards and codes of practice relevant to the full range of processes for assembling leadlight and stained glass components
- organisational and site standards, requirements, policies and procedures for component assembly
- environmental protection requirements relating to the disposal of waste material
- problem identification and resolution in assembly
- types of tools and equipment and procedures for their safe use, operation and maintenance
- characteristics of leadlight and stained glass components and materials used in assembly
- procedures for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:


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- materials for assembly
- tools and equipment to complete tasks in the Performance Evidence
- job requirements
- workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFDG3003 Paint and fire glass

## Modification History

Release 1. Supersedes and is equivalent to MSFSL3005 Paint and fire glass.

## Application

This unit describes the skills and knowledge required to apply patterns and/or designs to glass with vitreous paints to achieve specific outcomes through the firing of glass.

This unit applies to individuals working with designed glass.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Leadlight and Stained Glass

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify painting and firing requirements | 1.1 Identify and follow work health and safety, legislative and workplace procedures<br>1.2 Identify types and quantities of patterns, designs and materials required from plans or work instructions<br>1.3 Identify the processes for painting patterns and designs onto glass and achieving specific outcomes through the firing of glass |
| 2. Prepare to paint and fire glass | 2.1 Determine painting sequence in a logical order to suit the job<br>2.2 Select and check tools, equipment and materials for suitability, serviceability and safety prior to use<br>2.3 Check patterns and design templates against specifications or job |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | order<br>2.4 Match paint colours against the plan or work order and prepare glass for painting |
| 3. Apply vitreous paint | 3.1 Apply paint to the glass surface in accordance with the pattern or design template<br>3.2 Identify and rectify any problems occurring during the painting operation |
| 4. Conduct firing operations | 4.1 Determine firing sequence in a logical order to suit the job<br>4.2 Check kiln prior to use to ensure it is appropriate for the firing, serviceable and in a safe condition<br>4.3 Identify and check kiln components and controls, including emergency stops and guards, for correct operation<br>4.4 Prepare glass for firing and operate, adjust and monitor kiln equipment to ensure correct product quality and output<br>4.5 Identify and rectify any problems occurring during the firing operation |
| 5. Finalise the work | 5.1 Inspect painted and fired glass for quality of work and repair or discard in accordance with workplace procedures<br>5.2 Clean and store tools, equipment and materials in accordance with workplace procedures<br>5.3 Clean work area is cleaned and leave in a safe condition and dispose of waste or recycle in accordance with workplace protocols<br>5.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFSL3005 Paint and fire glass.


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# Links

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# Assessment Requirements for MSFDG3003 Paint and fire glass

## Modification History

Release 1. Supersedes and is equivalent to MSFSL3005 Paint and fire glass.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- painted and fired glass using both of the following techniques:
  - freehand process
  - template process.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- state or territory work health and safety legislation, regulations, standards, codes of practice, relevant to the full range of processes for painting and firing glass
- organisational and site standards, requirements, policies and procedures for glass painting and firing
- glass painting and firing terminology and techniques
- types of glass suitable for painting and firing, their properties, uses and limitations
- types of vitreous paints, their characteristics, properties, uses and limitations
- techniques for application of different types of patterns and designs
- operation of glass firing kiln
- characteristics and properties of glass when heat is applied and the likely impact of various environmental effects on painted and fired glass
- environmental protection requirements relating to the disposal of waste material
- problem identification and resolution relating to painting and firing glass
- storage systems and labelling
- procedures for the recording, reporting and maintenance of workplace records and information
- mathematical procedures for estimation and measurement.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:


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- use of suitable facilities, equipment and resources, including:
  - glass for painting
  - kiln
  - tools and equipment to complete tasks in the Performance Evidence
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFF1001 Complete a basic furniture finishing project

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers planning, preparing and completing a basic furniture finishing project involving the coating of surfaces by either hand or spray application.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture finishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Plan and prepare for work | 1.1 | Work requirements are correctly identified from drawings, specifications and instructions |
| | | 1.2 | Quality assurance requirements are recognised and adhered to in accordance with enterprise operation |
| | | 1.3 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.4 | Tools, equipment and materials selected are consistent with job requirements and work instructions, checked for safety and serviceability, and any faults reported to supervisor |
| 2 | Prepare surface | 2.1 | Surfaces are checked for contamination and correct |


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| | | | |
|---|---|---|---|
| | and materials for finishing process | | preparation according to workplace procedures and standards |
| | | 2.2 | Products with surface or other faults are identified and faults are reported or repaired according to workplace procedures and standards |
| | | 2.3 | Techniques for application of materials for finishing process are identified and used according to workplace procedures |
| | | 2.4 | Materials suitable for basic surface finishing are prepared |
| 3 | Colour is applied to timber surface | 3.1 | Stain is applied to timber surfaces in accordance with manufacturer specifications and workplace procedures and standards |
| | | 3.2 | Stained surface is sealed with polish using mop brush, blender or swooge |
| | | 3.3 | Sealed surface is lightly sanded to make smooth |
| | | 3.4 | Wood filler or sanding sealer are applied in accordance with manufacturer specifications and workplace procedures and standards |
| | | 3.5 | Filled-in surface is sealed with oil varnish in accordance with manufacturer specifications and workplace procedures and standards |
| | | 3.6 | Sealed surface is lightly sanded to make smooth |
| 4 | Finishing material is applied to surface | 4.1 | Finishing material is applied in accordance with manufacturer specifications until required build is achieved |
| | | 4.2 | Finishing material is cut back to remove surface defects and/or foreign material in accordance with workplace procedures and standards |
| | | 4.3 | Surface is burnished with fine steel wool and lubricating oil to achieve even sheen |
| 5 | Clean up work area | 5.1 | Workplace is cleared of debris and unused materials |
| | | 5.2 | Wood filler and lubricating oil rags are disposed of safely having regard for spontaneous combustion |
| | | 5.3 | Tools and equipment are cleaned, maintained and stored |


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## 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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individual to demonstrate some discretion, judgement and problem solving in the accurate application of polish |
| **A basic project includes:** | • the coating of tables, chairs or stools and other furnishing items |
| **Stains include:** | • water stain<br>• pigment oil stain<br>• lacquer-based wiping stain |
| **Wood grain fillers include:** | • oil-based filler<br>• polyurethane (plastic) filler<br>• water-based filler |
| **Finishing materials include:** | • oil varnish<br>• marine varnish<br>• lacquer and sanding sealer |
| **Lubricating oils include:** | • linseed oil<br>• paraffin oil |


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| | |
|---|---|
| **Surface faults include:** | • 'teak' oil<br>• machine marks<br>• bruising<br>• pencil marks<br>• grease<br>• cross-sanding marks<br>• scratches<br>• glue marks<br>• dirt marks<br>• insect and termite holes<br>• holes<br>• knots<br>• and blisters |
| **Tools and equipment include:** | • filler blades<br>• brushes<br>• spray equipment<br>• sandpapers<br>• skinning in<br>• bodying up and spiriting out rubbers<br>• mop brush<br>• blender<br>• swooge and scrapers |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFF1001B Complete a basic furniture finishing product

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFF1001 Complete a basic furniture finishing project

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Complete a basic furniture finishing project
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Characteristics, limitations and uses of coating materials required for the project
- Coating application equipment, techniques and safe working procedures
- Basic repair techniques to defects in timber surfaces
- Safe handling of materials associated with applying coatings

## 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


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    - 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 coating materials, timber components/furnishings requiring finishing and cleaning materials.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFF2001 Use furniture finishing sector hand and power tools

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers using hand and power tools, and basic static machines, in applications relating to the furniture finishing sector of the furnishing industry.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture finishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify hand and power tools, and basic static machines | 1.1 | Types of hand and power tools, and basic static machines and their functions are identified |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Sources of power supply are recognised |
| 2 | Select and use hand tools | 2.1 | Hand tools selected are consistent with needs of the job |
| | | 2.2 | Selected hand tools are checked for serviceability and safety and any faults reported to supervisor |
| | | 2.3 | Equipment is selected to hold or support material for |


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| | | | hand tool application, where applicable |
| | | 2.4 | Material is located and held in position for hand tool application |
| | | 2.5 | Hand tools are safely and effectively used according to their intended use |
| | | 2.6 | Hand tools are safely located when not in immediate use |
| 3 | Select and use power tools and basic static machines | 3.1 | Power tools and basic static machines are selected consistent with needs of the job in accordance with conventional work practice |
| | | 3.2 | Power tools and basic static machines are visually checked for serviceability/safety in accordance with WHS requirements and any faults reported to supervisor |
| | | 3.3 | Equipment is selected to hold or support materials for application as applicable |
| | | 3.4 | Material is located and held in position for power tool and/or machining applications as applicable |
| | | 3.5 | Power tools and basic static machines are safely and effectively used in application processes |
| | | 3.6 | Power tools are safely located when not in use |
| 4 | Clean up work area and tools | 4.1 | All tools are cleaned, maintained and stored |
| | | 4.2 | Equipment is cleaned, maintained and stored |
| | | 4.3 | Work area is cleared and waste removed |

# 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.


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# 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.

| | |
|---|---|
| **Hand tools for furniture finishing include:** | • cabinet scraper<br>• chisel<br>• hammer<br>• nail punch<br>• cork sanding block<br>• putty knife<br>• paint scraper<br>• paint brush<br>• blender<br>• mop brush<br>• swooge<br>• pencil brush<br>• file<br>• oil stone<br>• polish rubbers<br>• clamps<br>• screwdrivers<br>• rubber mallet<br>• spokeshave<br>• pliers<br>• pincers<br>• spanners |
| **Power tools for furniture finishing include:** | • orbital sander<br>• steam iron<br>• spray gun<br>• compressor |
| **Fixed/static machinery for furniture finishing include:** | • belt/stroke sander<br>• compressor |
| **Fault reporting includes:** | • verbal or written reporting |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |


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| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFF2001B Use furniture finishing sector hand and power tools

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFF2001 Use furniture finishing sector hand and power tools

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Select, safely use, clean and maintain the suite of hand and power tools, and static machines used in furniture finishing
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Types, characteristics, uses, limitations and maintenance requirements of hand tools commonly used in furniture finishing operations
- Types, characteristics, uses, limitations and maintenance requirements of power tools and basic static machines commonly used in furniture finishing operations
- WHS requirements and legislation
- Work flow within the workplace

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 furniture polishing sector hand and power tools, and basic static machines and materials used in the finishing of furniture.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFF2002 Dismantle and re-assemble furniture

## Modification History

Release 1 - New unit of competency

## Application

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture finishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Plan and prepare for work | 1.1 | Work requirements are correctly identified from drawings, specifications and instructions |
| | | 1.2 | Quality assurance requirements are recognised and adhered to in accordance with enterprise operation |
| | | 1.3 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.4 | Tools, equipment and materials selected are consistent with job requirements and work instructions, checked for safety and serviceability, and any faults reported to supervisor |
| 2 | Dismantle furniture and/or fitting item | 2.1 | Items to be dismantled are identified |
| | | 2.2 | Items are dismantled to the extent required in the work instructions using appropriate tools and procedures |
| | | 2.3 | Fasteners and attachments are removed, tagged and stored |


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| | | 2.4 | Component parts are separated, tagged and stored following workplace procedures |
| | | 2.5 | Component parts are despatched to the next process according to workplace procedures |
| 3 | Re-assemble furniture and/or fitting item | 3.1 | Items to be re-assembled are identified |
| | | 3.2 | Items are re-assembled to the extent required in the work instructions using appropriate tools and procedures |
| | | 3.3 | Fasteners and attachments selected and used according to workplace procedures |
| | | 3.4 | Fasteners and attachments selected and used according to workplace procedures |
| | | 3.5 | Assembled item is despatched to the next process according to workplace procedures |
| 4 | Clean work area maintain equipment and complete operations | 4.1 | Equipment used is cleaned, inspected for serviceable condition and stored according to workplace procedures |
| | | 4.2 | Equipment faults are identified, tagged and reported to appropriate personnel |
| | | 4.3 | Work area is cleaned and returned to operational condition |

# 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


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work environment.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving during the process of dismantling and re-assembling of furniture and/or furnishings |
| **Furniture and/or fittings include:** | • chairs<br>• tables<br>• desks<br>• wall units<br>• buffets<br>• side tables<br>• drawers |
| **Tools and equipment include:** | • measuring tapes or rulers<br>• hammers<br>• rubber mallet<br>• pincers<br>• screwdrivers<br>• shifting spanner<br>• spanners<br>• socket set<br>• hacksaw and blades<br>• clamps<br>• timber wedges<br>• long nose pliers<br>• power drill/screwdrivers<br>• air compressor and hoses |
| **Materials include:** | • timber<br>• manufactured board<br>• veneer<br>• brass<br>• metal<br>• adhesive<br>• laminate<br>• perspex |


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| | |
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| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFF2002B Dismantle/re-assemble furniture

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFF2002 Dismantle and re-assemble furniture

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Dismantle and re-assemble at least three (3) different items, including:
  - one (1) assembled with knockdown fittings, and
  - one (1) with glued joints
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Types and characteristics of materials used in furniture and/or fitting construction
- Construction techniques and processes
- Identification of equipment, processes and procedures
- Work flow in relation to dismantling and re-assembling furniture and/or fittings

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 furniture/fittings for dismantling/re-assembling, work instructions, tools and equipment.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFF2003 Remove surface coatings

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers safely removing surface coatings by hand or chemical means in preparation for the application of new surface coatings.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture finishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Prepare for surface coating removal | 1.1 | Materials safety data sheets (MSDS) and/or product application and safety information are read and used to inform work practices |
| | | 1.2 | Work health and safety (WHS) requirements, including ventilation requirements and personal protection needs, are observed throughout the work |
| | | 1.3 | Surface coating is tested to identify the type of material and methods required to remove the coating |
| | | 1.4 | Tools, equipment and materials suitable for the removal tasks are selected and checked for safe operation/application |


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|---|---|---|---|
| | | 1.5 | Accessories and consumables are identified for the removal tasks |
| 2 | Remove surface coatings | 2.1 | Sequence of work is identified for the removal operation, including the efficient and effective use of chemicals to be used |
| | | 2.2 | Equipment, chemicals and abrasives are used within manufacturer specifications and workplace procedures |
| | | 2.3 | Surface coating is removed according to workplace procedures and specifications |
| | | 2.4 | Surfaces are inspected to ensure removal of surface coating is to workplace standard |
| | | 2.5 | Defects found after removal of surface coating are dealt with and/or reported in accordance with workplace procedures |
| 3 | Clean work area and maintain equipment | 3.1 | Item is stored and labelled ready for next process |
| | | 3.2 | Equipment is cleaned and inspected for serviceable condition and stored appropriately |
| | | 3.3 | Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed |
| | | 3.4 | Chemicals and other materials are stored or disposed of correctly according to regulations |
| | | 3.5 | Work area is cleaned ready for next process or task |

# 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


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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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving in the removal of surface coatings

**Coated surfaces include:**

- solid timber
- manufactured board
- metal

**Tools and equipment include:**

- liquid containers
- brushes
- scrapers
- scrubbing brush
- steel wool
- sanding blocks
- heat guns
- high-pressure water cleaners
- dipping tanks
- stainless steel stripping bench
- iron
- plane
- chisels
- power sanders
- air compressor and hoses

**Materials include:**

- caustic soda
- thinners
- turpentine
- methylated spirits
- gun wash
- gel stripper
- putties
- hot water
- glues
- abrasive paper


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| | |
|---|---|
| **Coating removal methods include:** | • sanding and scrubbing<br>• chemical stripping and dipping<br>• heat application and hand scraping<br>• high pressure water application |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFF2003B Remove surface coatings

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFF2003 Remove surface coatings

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Remove surface coating from timber and metal surfaces and apply appropriate techniques to remove coatings from flat, vertical, carved and curved surfaces, using a minimum of four (4) different removal techniques and materials
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Work flow in relation to the removal of surface coatings
- Types, properties and characteristics of coatings
- Coating removal techniques, materials, applications and limitations
- Material safety management systems

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 a range of surfaces to be removed, removal methods, tools, equipment and consumables.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFF2004 Prepare surfaces for finishing

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers preparing a range of furniture surfaces for the application of surface coatings by hand or machine.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture finishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Prepare for surface preparation | 1.1 | Characteristics of the surface and the required surface coating materials are identified |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Tools and equipment required, and related engineering controls are identified and set up |
| | | 1.4 | Sources of contamination in work area are identified and excluded |
| | | 1.5 | Workplace procedures for surface preparation are identified and followed according to the surface and surface coating materials being used |


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| | | | |
|---|---|---|---|
| 2 | Prepare surfaces | 2.1 | Surfaces are prepared according to workplace procedures and specification |
| | | 2.2 | Surface preparation is checked for conformity with workplace specifications throughout the process |
| | | 2.3 | Rectification of surface preparation faults are made as required |
| | | 2.4 | Products are inspected and approved for suitability for further processing |
| | | 2.5 | Defects are rectified and/or reported in accordance with workplace procedures |
| 3 | Clean work area and maintain equipment | 3.1 | Prepared products are packed, stored and labelled ready for next process |
| | | 3.2 | Equipment used is cleaned and inspected for serviceable condition and stored appropriately |
| | | 3.3 | Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed |
| | | 3.4 | Chemicals used are stored or disposed of correctly according to regulations |
| | | 3.5 | Work area is cleaned ready for next process or task |

# 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


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work environment.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving in the preparation of surfaces |
| **Surfaces include:** | • solid hardwood and softwood<br>• veneered board<br>• metal |
| **Tools and equipment include:** | • measuring tapes and rulers<br>• squares<br>• hammer<br>• nail punch<br>• liquid containers<br>• brushes<br>• cabinet scrapers<br>• file<br>• oil stone<br>• steel wool/scourers<br>• sanding blocks<br>• steam iron<br>• chisels<br>• power sanders<br>• air compressor and hoses<br>• fixed belt/stroke sander<br>• plane spanners<br>• screwdrivers<br>• clamps<br>• drill<br>• mallet<br>• vice<br>• saw |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |


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| | |
|---|---|
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFF204B Prepare surfaces for finishing

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFF2004 Prepare surfaces for finishing

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Prepare furniture surfaces on a minimum of four (4) occasions, including a:
  - horizontal surface
  - vertical surface
  - internal surface
  - curved surface (moulding)
  - surfaces are to include:
    - solid hardwood
    - solid softwood
    - veneered board
    - metal
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Types, properties and characteristics of coatings
- Surface preparation techniques and equipment/materials
- Hazardous substances and materials used in surface preparation
- Work flow in relation to the application and removal of surface coatings


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# 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 a range of surfaces to be prepared, preparation tools, equipment and consumables.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFF2005 Maintain spray equipment and booth

## Modification History

Release 2 - Missing text from Assessment Requirements reinstated

Release 1 - New unit of competency

## Application

This unit of competency covers stripping, cleaning, restoring and servicing spray equipment and booths.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture finishing

## 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 instructions are used to determine job requirements, including timings, equipment to be maintained and materials |
| | | 1.2 | Work health and safety (WHS) requirements, including ventilation and personal protection needs, are observed throughout the work |
| | | 1.3 | Tools, equipment and accessories are identified and checked for safe and effective operation |
| | | 1.4 | Work area is cleared of unwanted stock, products and materials |



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| | | | |
|---|---|---|---|
| | | 1.5 | Equipment is isolated from power sources and made safe in accordance with site procedures |
| 2 | Maintain the equipment | 2.1 | Equipment is dismantled in accordance with manufacturer specifications and site procedures |
| | | 2.2 | Components are laid out in a logical re-assembly sequence |
| | | 2.3 | Components are cleaned and serviced using authorised materials and tools/equipment |
| | | 2.4 | Components are inspected and faulty items repaired, replaced or referred for further maintenance action |
| | | 2.5 | Equipment is re-assembled and operations are tested |
| | | 2.6 | Equipment maintenance is reported/recorded in accordance with site procedures |
| 3 | Maintain booths | 3.1 | Combustion and ignition sources are neutralised throughout the work sequence |
| | | 3.2 | Ventilation and other services are inspected for operation, cleaned out and, where appropriate, replenished, replaced or referred for further maintenance action |
| | | 3.3 | Surfaces and floors are cleaned and restored in accordance with site and industry standards |
| | | 3.4 | Materials and consumable stores are cleaned and restored in accordance with site, industry and regulatory standards |

# 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.


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements

**Spray equipment includes:**

- computerised spray system
- electrostatic spray gun
- powder coating spray gun
- air compressor, and hoses and dryers

**Booths include:**

- dry filter bath
- purpose-designed, positive-pressure, down-draft water booth

**Booth services include:**

- lighting
- ventilation
- electricity supply
- water supply
- paint lines
- consumables storage areas

**Tools and equipment include:**

- liquid containers
- feeding systems
- spray guns
- scrapers (non-ferrous) screwdrivers
- shifting spanner
- spanners

**Materials include:**

- water
- solvents
- other cleaning compounds and chemicals
- rags
- steel wool
- brushes
- hoses
- brooms
- squeegees


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| | |
|---|---|
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFF2005B Maintain spray equipment and booth

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFF2005 Maintain spray equipment and booth

## Modification History

Release 2 - Missing text from Assessment Requirements reinstated

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Disassemble, maintain and re-assemble at least two (2) different spray systems
- Maintain a booth and booth services on at least two (2) occasions
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Identification of spray system equipment, processes and procedures
- Types, characteristics and maintenance requirements for spray booth services, including at a minimum, ventilation, lighting, water and electrical reticulation
- Characteristics of spray coatings and base materials in terms of toxicity, reactivity and flammability
- Types, characteristics, uses and limitations of cleaning solvents and agents
- Effects of fumes, heat and other radiations on surface coatings
- Material safety management systems

## Assessment Conditions

- Assessors must:



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  - 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 spray systems and equipment, spray booth, cleaning and maintenance materials.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFF2006 Apply surface coatings by spray gun

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers applying surface coatings by a handheld spray gun.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture finishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Plan and prepare for work | 1.1 | Characteristics of the surface and the required surface coating are identified from work orders or instructions |
| | | 1.2 | Processing and application techniques, time and safety requirements are identified and used for work planning |
| | | 1.3 | Work health and safety (WHS) requirements, including ventilation requirements and personal protection needs, are observed throughout the work |
| | | 1.4 | Tools, equipment and accessories are identified and checked for safe and effective operation for the surface coating task |
| | | 1.5 | Surface coatings are identified and prepared, as required, for the surface coating tasks |


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| | | | |
|---|---|---|---|
| 2 | Check and prepare for spraying | 2.1 | Products with surface or other faults are identified and faults reported or repaired as appropriate |
| | | 2.2 | Other products and equipment in the workplace are protected from overspray |
| | | 2.3 | Trial applications of surface materials are made to check condition of spray system, spray patterns, equipment operation, materials viscosity and specified surface finish |
| | | 2.4 | Unserviceable components are cleaned or replaced and spray system re-assembled |
| | | 2.5 | Spray pattern faults are identified and rectified in accordance with workplace procedures. |
| | | 2.6 | Material faults are identified and workplace procedures for rectification are followed |
| 3 | Apply surface coating | 3.1 | Surfaces are kept free of contamination |
| | | 3.2 | Surface coatings are applied according to workplace procedures |
| | | 3.3 | Surface build and coverage is checked against workplace requirements for even spread and thickness |
| | | 3.4 | Rectification of surface faults are made in accordance with workplace procedures |
| | | 3.5 | Products are inspected and approved for suitability for further processing |
| 4 | Clean work area | 4.1 | Equipment is cleaned and inspected for serviceable condition and stored appropriately |
| | | 4.2 | Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed |
| | | 4.3 | Work area, including spray booth, is cleaned and returned to approved condition |
| | | 4.4 | Workplace records are completed |


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# 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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving in the application of surface coatings |
| **Spray guns include:** | • conventional air spray guns and airless spray guns<br>• high volume/low pressure (HVLP) air-assisted and airless spray guns |
| **Coatings include:** | • pre-catalysed lacquer<br>• acid catalysed lacquer and nitro-cellulose lacquer<br>• one-pot polyurethane and water-based coatings<br>• stains, lacquers, polish, enamels and acrylics |
| **Tools and equipment include:** | • pressure feed systems<br>• spray booth<br>• liquid containers<br>• air compressor and hoses<br>• air regulator<br>• positive pressure air-wash masks<br>• canister-type face masks<br>• screwdrivers<br>• shifting spanner and spanners |
| **Personal protective** | • that prescribed under legislation, regulations and enterprise |


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| **equipment includes:** | policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFF2006B Apply surface coatings by spray gun

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFF2006 Apply surface coatings by spray gun

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Select and apply surface coatings, including the adjustment of spray equipment, to effect required spray pattern for a minimum of three (3) different surface types and shapes
- Maintain spray equipment and work area, including spray booth
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Identification of spray equipment, processes and procedures
- Characteristics of the coatings and base materials in terms of toxicity, reactivity, flammability, required viscosity and recoatability
- Effects of fumes, heat and other radiations on surface coatings
- Methods to prevent contamination of surfaces during and after surface coating
- Work flow in relation to spraying operations

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 spray equipment, spray booth, coatings and cleaning products.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFF2007 Apply stains, fillers and bleach

## Modification History

Release 1 - New unit of competency

## Application

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture finishing

## 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 | Workplace information, including materials application and safety information, and material safety data sheets (MSDS), is used to inform work practices |
| | | 1.2 | Characteristics of the surface and the required surface treatment are identified from work orders or instructions |
| | | 1.3 | Processing and application techniques, time and safety requirements are identified and used for work planning |
| | | 1.4 | Work health and safety (WHS) requirements, including ventilation requirements and personal protection needs, are observed throughout the work |
| | | 1.5 | Tools, equipment and accessories are identified and checked for safe and effective operation for the staining, filling or bleaching task |
| 2 | Prepare for application of materials | 2.1 | Surfaces are checked for contamination and correct preparation according to workplace procedures and standards |
| | | 2.2 | Products with surface or other faults are identified and |


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| | | | faults repaired as appropriate |
| | | 2.3 | Materials required to stain and fill in are identified and prepared for the task |
| | | 2.4 | Trial applications of stains and/or fillers are made to check equipment operation, materials consistency, viscosity and specified colour |
| | | 2.5 | Faults and/or inconsistencies in colour are identified and workplace procedures for rectification and adjustment are followed |
| | | 2.6 | Materials required for bleaching are identified and labelled to prevent cross-contamination of bulk material during application |
| 3 | Apply finishing materials | 3.1 | Techniques for application of stain, filler or bleach are identified |
| | | 3.2 | Materials are applied according to job instructions, manufacturer specifications and workplace procedures |
| | | 3.3 | Bleached items are appropriately stored for drying |
| | | 3.4 | Finished products are inspected and approved for suitability for further processing |
| | | 3.5 | Products which do not meet quality specifications are re-stained, filled, bleached or tagged for further investigation |
| 4 | Clean work area and maintain equipment | 4.1 | Equipment used is cleaned and inspected for serviceable condition and stored appropriately |
| | | 4.2 | Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed |
| | | 4.3 | Bleaching materials are disposed of in accordance with environmental requirements and workplace procedures |
| | | 4.4 | Work area is cleaned and returned to approved condition, and all areas used for bleaching are washed down with water |
| | | 4.5 | Workplace records are completed |


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# 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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving in the application of stains, fillers and bleach |
| **Stains include:** | • lacquer-based wiping stain<br>• spirit-based<br>• water and oil-based |
| **Fillers include:** | • oil-based<br>• water-based and plastic (one-pot) filler |
| **Bleach includes:** | • two-solution bleach and oxalic acid bleach |
| **Surfaces include:** | • solid timber<br>• manufactured board |
| **Tools and equipment include:** | • liquid containers<br>• rubber gloves<br>• face masks<br>• spray booths<br>• spray guns<br>• compressor |


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|---|---|
| | • air lines<br>• brushes<br>• sanding block |
| **Materials include:** | • water<br>• abrasive papers<br>• cotton rags and hessian |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFF2007B Apply stains, fillers and bleach

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFF2007 Apply stains, fillers and bleach

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Select appropriate stains, fillers and bleach for the surfaces to be treated
- Apply stains, fillers and bleach to at least two (2) surfaces, monitor drying, and assess and rectify any quality issues
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Identification of application techniques
- Characteristics of stains, fillers and bleaches in terms of toxicity, reactivity, flammability, viscosity.
- Methods to prevent contamination of surfaces during and after processing
- Work flow in relation to the application stains, fillers and bleach

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 surfaces to be processed, stains, fillers, bleach and suitable application tools and equipment.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFF2008 Apply surface coatings by hand

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers applying brushable coatings to surfaces by hand.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture finishing

## 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 | Workplace information, including materials application and safety information, and material safety data sheets (MSDS), is used to inform work practices |
| | | 1.2 | Characteristics of the surface and the required surface finish are identified from work orders or instructions |
| | | 1.3 | Processing and application techniques, time and safety requirements are identified and used for work planning |
| | | 1.4 | Work health and safety (WHS) requirements, including ventilation requirements and personal protection needs, are observed throughout the work |
| | | 1.5 | Tools, equipment and accessories are identified and checked for safe and effective operation for the surface coating task |


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| | | | |
|---|---|---|---|
| 2 | Prepare for application of materials | 2.1 | Surfaces are checked for contamination and correct preparation according to workplace procedures and standards |
| | | 2.2 | Products with surface or other faults are identified and faults repaired as appropriate |
| | | 2.3 | Finishing materials required are identified and prepared for the task |
| | | 2.4 | Trial applications of surface materials are made to check equipment operation, materials consistency and specified surface finish |
| | | 2.5 | Faults are identified and workplace procedures for rectification are followed |
| 3 | Apply finishing materials | 3.1 | Techniques for hand application of materials are identified |
| | | 3.2 | Finishing materials are applied according to job instructions, material manufacturer specifications and workplace procedures |
| | | 3.3 | Finished products are inspected and approved for suitability for further processing |
| | | 3.4 | Products which do not meet quality specifications are refinished or tagged for further investigation |
| 4 | Clean work area and maintain equipment | 4.1 | Equipment used is cleaned and inspected for serviceable condition and stored appropriately |
| | | 4.2 | Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed |
| | | 4.3 | Work area is cleaned and returned to approved condition |
| | | 4.4 | Workplace records are completed |


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# 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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate discretion, judgement and problem solving in the application of surface coatings |
| **Coatings include:** | • one-pot polyurethane<br>• enamel<br>• acrylic<br>• polish |
| **Application methods include:** | • brush<br>• swooge |
| **Surfaces include:** | • solid timber<br>• manufactured board<br>• metal |
| **Tools and equipment include:** | • sanders<br>• pneumatic or low-voltage electric buff<br>• rubber sanding block<br>• brushes and swooges |
| **Materials include:** | • water<br>• detergent<br>• wax |


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| | |
|---|---|
| | • oil<br>• enamel<br>• acrylic<br>• one-pot polyurethane<br>• polish<br>• methylated spirits<br>• turpentine<br>• terebine<br>• abrasive papers<br>• cotton rags<br>• steel wool |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFF2008B Apply surface coatings by hand

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFF2008 Apply surface coatings by hand

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Prepare for and apply coatings by hand on a minimum of five (5) occasions covering:
  - one (1) solid timber surface
  - one (1) manufactured board surface
  - one (1) metal surface
  - using four (4) different coatings:
    - one-pot polyurethane, acrylic, enamel and polish
- Maintain application equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Identification of hand application techniques
- Characteristics of coatings, waxes and oils in terms of toxicity, reactivity, flammability and required viscosity.
- Methods to prevent contamination of surfaces during and after finishing
- Work flow in relation to the application of finishing material


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# 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 hand finishing application equipment, coating materials and surfaces to be coated.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFF3001 Match and make up colours

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers matching and making up colours for surfaces which have previously been coated or polished, or for new work which must match existing work or a specified sample.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture finishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Plan and prepare work | 1.1 | Work instructions are used to determine job requirements, including design, colour, finish process and quality |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Colour matching aids and colouring materials are accessed and readied for use |
| | | 1.4 | Types of colouring materials are identified and prepared for colouring task |
| | | 1.5 | Tools, equipment and accessories are identified and |


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| | | | |
|---|---|---|---|
| | | | checked for safe and effective operation |
| 2 | Match colours | 2.1 | Surfaces are cleaned and prepared to enable accurate colour matching |
| | | 2.2 | Characteristics of the surface and the impact of these on colouring are taken into account |
| | | 2.3 | Techniques for colour application are identified and selected according to workplace practices |
| | | 2.4 | Properties of colouring agents are assessed in relation to the specific circumstances |
| | | 2.5 | Colour matching techniques are applied to identify most likely fit in terms of product, colour and application techniques |
| | | 2.6 | Colour matching outcomes are confirmed through trials of proposed products, colours and application techniques |
| | | 2.7 | Colour matching formulae are recorded to enterprise or industry standards |
| 3 | Make up colours | 3.1 | Product quantities are identified from client demand or accurate assessment of coating/colouring requirement |
| | | 3.2 | Colouring additives are calculated from manufacturer specifications |
| | | 3.3 | Colouring additives are accurately measured and blended with the base product |
| 4 | Apply colours | 4.1 | Colour solution is applied in accordance with selected application techniques and workplace procedures |
| | | 4.2 | Colour application is constantly checked against sample colour |
| | | 4.3 | Surface is inspected for faults in applied colour film and defects are rectified |
| | | 4.4 | Coloured or matched up surface is sealed with finishing material in accordance with job specification and workplace procedures |
| 5 | Clean up work area | 5.1 | Colouring materials are stored and labelled ready for next process |
| | | 5.2 | Waste and unwanted material is disposed of safely and |


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in accordance with relevant environmental regulations

5.3 Unused materials are sealed and stored

5.4 Tools and equipment are cleaned, maintained and stored

## 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving in the accurate matching of colours

**Tools and equipment include:**

- mixing pots
- brushes
- spray equipment and mechanical mixer/vibrator
- colour rubber
- colour wad

**Materials include:**

- spirit-based stains
- pigments
- lacquers
- oil varnish



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| | |
|---|---|
| | • two-part polyurethane<br>• methylated spirits<br>• lacquer thinners<br>• mineral turpentine and polish |
| **Colouring agents include:** | • pigments<br>• dyes<br>• stains<br>• universal tinters and toning lacquer |
| **Properties of colouring agents include:** | • colour<br>• specific gravity<br>• staining power<br>• refractive power<br>• texture<br>• durability<br>• opacity<br>• spreading power<br>• toxicity and oil absorptive power |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFF3001B Match and make up colours

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFF3001 Match and make up colours

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Accurately colour match using pigments and/or stains on a minimum of five (5) occasions
- Record colour formulae for production situations
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Types, characteristics and degradation patterns of coatings and stains
- Properties of coated and stained surface materials and the impact of these on colouring
- Types, characteristics, uses and limitations of colouring agents
- Types, uses and limitations of matching aids
- Product catalogues and other information systems
- Material safety management systems and related safety requirements

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 sample colouring requirements, colouring agents, base coating products, mixing and testing equipment, and cleaning equipment and materials.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFF3002 Set up, operate and maintain mechanical coating systems

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers setting up, operating and maintaining mechanical coating systems in order to apply coatings to specifications.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture finishing

## 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 | Characteristics of the surface and the required surface coating are identified from work orders or instructions |
| | | 1.2 | Processing and application techniques, time and safety requirements are identified and used for work planning |
| | | 1.3 | Work health and safety (WHS) requirements, including ventilation requirements and personal protection needs, are observed throughout the work |
| | | 1.4 | Tools, equipment and accessories are identified and checked for safe and effective operation for the surface coating task |


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| | | | |
|---|---|---|---|
| | | 1.5 | Coating materials are identified and prepared |
| 2 | Check and prepare for spraying | 2.1 | Products with surface or other faults are identified and faults reported or repaired as appropriate |
| | | 2.2 | Other products and equipment in the workplace are protected from overspray |
| | | 2.3 | Trial applications of surface materials are made to check equipment operation, materials consistency and specified surface finish |
| | | 2.4 | Machine faults are identified and rectified or reported |
| | | 2.5 | Material faults are identified and workplace procedures for rectification are followed |
| 3 | Apply surface coating | 3.1 | Surfaces are kept free of contamination |
| | | 3.2 | Surface coatings are applied according to workplace procedures |
| | | 3.3 | Surface coating viscosity and coverage is monitored and checked against workplace requirements for even spread and thickness |
| | | 3.4 | Rectification of surface faults is made as required |
| | | 3.5 | Products are inspected and approved for suitability for further processing |
| | | 3.6 | Defects are dealt with and/or reported in accordance with workplace procedures |
| 4 | Clean work area and maintain equipment | 4.1 | Equipment is cleaned and inspected for serviceable condition and stored appropriately |
| | | 4.2 | Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed |
| | | 4.3 | Work area, including spray booth, is cleaned and returned to approved condition |
| | | 4.4 | Workplace records are completed |


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate discretion, judgement and problem solving in the application of surface coatings

**Mechanical coating systems include:**

- curtain coating
- UV coating
- tumbling
- dipping
- electrostatic powder coating
- automatic (robotic) spray equipment

**Tools and equipment include:**

- computerised spray system
- electrostatic spray gun
- baking oven
- barrel tumbler
- spray booth
- liquid containers
- air compressor and hoses
- screwdrivers
- shifting spanner and spanners
- ford cup


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| | |
|---|---|
| **Materials include:** | • stains<br>• lacquers<br>• wax<br>• oil<br>• two-pack polyurethane<br>• three-pack polyester<br>• enamels<br>• acrylics<br>• powder coating |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFF3002B Set up, operate and maintain mechanical coatings systems

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFF3002 Set up, operate and maintain mechanical coating systems

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Select and apply surface coatings, including the adjustment of spray equipment, to effect required coating using a minimum of two (2) different mechanical systems
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Identification of mechanical spray system equipment, processes and procedures
- Characteristics of the coatings and base materials in terms of toxicity, reactivity, flammability, required viscosity and recoatability
- Effects of fumes, heat and other radiations on surface coatings
- Methods to prevent contamination of surfaces during and after surface coating
- Work flow in relation to spraying operations

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 mechanical spray systems and equipment, spray booth, coatings and cleaning products.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFF3003 Apply plural component coatings

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers applying plural component coatings, including polyurethane, polyester coatings and acid catalysed, to surfaces.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture finishing

## 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 | Workplace information, including materials application and safety information, and material safety data sheets (MSDS), is used to inform work practices |
| | | 1.2 | Characteristics of the surface and the required surface treatment are identified from work orders or instructions |
| | | 1.3 | Processing and application techniques, time and safety requirements are identified and used for work planning |
| | | 1.4 | Work health and safety (WHS) requirements, including ventilation requirements and personal protection needs, are observed throughout the work |
| | | 1.5 | Tools, equipment and accessories are identified and checked for safe and effective application of plural |


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| | | | |
|---|---|---|---|
| | | | component coatings |
| 2 | Prepare for application of materials | 2.1 | Surfaces are checked for contamination and correct preparation according to workplace procedures and standards |
| | | 2.2 | Products with surface or other faults are identified and faults repaired as appropriate |
| | | 2.3 | Materials required are identified and prepared for the task |
| | | 2.4 | Spray booths and work documentation are inspected to ensure nitro-cellulose lacquer has not been sprayed in the same booth as that used for the application of plural component coatings |
| | | 2.5 | Nitro-cellulose overspray is cleaned off booth surfaces if necessary before application of plural component coatings |
| | | 2.6 | Trial applications of plural component coatings are made to check equipment operation, materials consistency and viscosity |
| | | 2.7 | Faults and/or inconsistencies in applied coating are identified and workplace procedures for rectification and adjustment are followed |
| 3 | Apply finishing materials | 3.1 | Techniques for application of plural component coatings are identified and selected |
| | | 3.2 | Materials are applied according to job instructions, material manufacturer specifications and workplace procedures |
| | | 3.3 | Finished products are inspected and approved for suitability for further processing |
| | | 3.4 | Products which do not meet quality specifications are rectified or tagged for further investigation |
| 4 | Clean work area and maintain equipment | 4.1 | Equipment used is cleaned and inspected for serviceable condition and stored appropriately |
| | | 4.2 | Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed |
| | | 4.3 | Work area is cleaned and returned to approved condition |


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4.4 Workplace records are completed

# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate discretion, judgement and problem solving in the application of plural component coatings

**Application techniques and processes include:**

- brushing and spraying

**Surfaces include:**

- solid timber
- manufactured board
- metal

**Tools and equipment include:**

- liquid containers
- rubber gloves
- positive pressure air-wash face masks
- positive pressure water-wash spray booths
- protective clothing
- spray guns


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| | |
|---|---|
| | • compressor<br>• air lines<br>• brushes<br>• sanding block<br>• orbital sanders |
| **Materials include:** | • two-part polyurethane<br>• two/three part polyester<br>• acid catalysed lacquer<br>• solvents |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFF3003B Apply plural component coatings

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFF3003 Apply plural component coatings

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Apply plural component coatings on at least three (3) occasions, including:
  - one (1) acid catalysed
  - one (1) two-part polyurethane
  - one (1) polyester
- Maintain application equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Identification of application techniques
- Characteristics of acid catalysed, polyurethane and polyester coatings
- Methods to prevent contamination of surfaces during and after coating
- Work flow in relation to the application of polyurethane and polyester

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 spray application equipment, acid catalysed, polyurethane and polyester coatings.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFF3004 Apply soft rubber techniques

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers applying polish and/or spirit varnish to surfaces using soft rubber techniques.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture finishing

## 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 | Workplace information, including materials application and safety information, and material safety data sheets (MSDS), is used to inform work practices |
| | | 1.2 | Characteristics of the surface and the required surface finish are identified from work orders or instructions |
| | | 1.3 | Processing and application techniques, time and safety requirements are identified and used for work planning |
| | | 1.4 | Work health and safety (WHS) requirements, including ventilation requirements and personal protection needs, are observed throughout the work |
| | | 1.5 | Tools, equipment and accessories are identified and checked for safe and effective operation for the surface |


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| | | | |
|---|---|---|---|
| | | | finishing task |
| 2 | Prepare for application of materials | 2.1 | Surfaces are checked for contamination and correct preparation according to workplace procedures and standards |
| | | 2.2 | Products with surface or other faults are identified and faults repaired as appropriate |
| | | 2.3 | Finishing materials required are identified and prepared for the task |
| | | 2.4 | Trial applications of flat surface or furniture materials are made to check rubber operation, materials consistency and specified surface finish |
| | | 2.5 | Faults are identified and workplace procedures for rectification are followed |
| 3 | Apply soft varnish/rubber polish and/or varnish using soft rubber | 3.1 | Surface is lightly sanded and checked for defects which are rectified in accordance with workplace procedures |
| | | 3.2 | Rubber is suitably charged |
| | | 3.3 | Surface is soft-rubbered/varnish rubbered using correct amount of pressure and suitable rubber movements |
| | | 3.4 | Surface is inspected and any defects repaired/rectified |
| 4 | Clean work area and maintain equipment | 4.1 | Equipment used is cleaned and inspected for serviceable condition and stored appropriately |
| | | 4.2 | Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed |
| | | 4.3 | Work area is cleaned and returned to approved condition |
| | | 4.4 | Workplace records are completed |

# 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.


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving in the application of soft rubber techniques

**Surfaces include:**

- solid timber
- manufactured board

**Tools and equipment include:**

- brushes
- swooges
- soft rubbers of cotton-wool or wadding body wrapped in cotton cloth
- sanding blocks

**Materials include:**

- polish
- methylated spirits
- spirit varnish
- scourer
- abrasive papers
- cotton rags
- steel wool

**Personal protective equipment includes:**

- that prescribed under legislation, regulations and enterprise policies and practices

**Information and procedures include:**

- workplace procedures relating to the use of tools and equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication


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- manufacturer specifications and operational procedures

# Unit Mapping Information

Supersedes and is equivalent to LMFFF3004B Apply soft rubber techniques

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFF3004 Apply soft rubber techniques

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Accurately apply soft/varnish rubber techniques on a minimum of two (2) occasions which must cover a chair or equivalent, and a large flat surface
- Maintain application equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Soft rubber applications, limitations and techniques
- Characteristics of coatings in terms of toxicity, reactivity, flammability and required viscosity
- Methods to prevent contamination of surfaces during and after finishing
- Work flow in relation to the application of finishing material

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 soft rubber materials, coating materials, other consumables and surfaces to be coated.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFF3005 Enhance finishes

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers cutting and buffing, and applying materials to a coated surface by hand to enhance the finish.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture finishing

## 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 | Workplace information, including materials application and safety information, and material safety data sheets (MSDS), is used to inform work practices |
| | | 1.2 | Characteristics of the surface and the required surface finish are identified from work orders or instructions |
| | | 1.3 | Processing and application techniques, time and safety requirements are identified and used for work planning |
| | | 1.4 | Work health and safety (WHS) requirements, including ventilation requirements and personal protection needs, are observed throughout the work |
| | | 1.5 | Tools, equipment and accessories are identified and |


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| | | | |
|---|---|---|---|
| | | | checked for safe and effective operation for the surface finishing task |
| 2 | Prepare for application of materials | 2.1 | Surfaces are checked for contamination and correct preparation according to workplace procedures and standards |
| | | 2.2 | Products with surface or other faults are identified and faults repaired as appropriate |
| | | 2.3 | Surfaces are cut an buffed to prepare for finishing as required |
| | | 2.4 | Finishing materials required are identified and prepared for the task |
| | | 2.5 | Trial applications of surface materials are made to check equipment operation, materials consistency and specified surface finish |
| | | 2.6 | Faults are identified and workplace procedures for rectification are followed |
| 3 | Apply finishing materials | 3.1 | Techniques for hand application of materials are identified |
| | | 3.2 | Finishing materials are applied according to job instructions, manufacturer specifications and workplace procedures |
| | | 3.3 | Finished products are inspected and approved for suitability for further processing |
| | | 3.4 | Products which do not meet quality specifications are refinished or tagged for further investigation |
| 4 | Clean work area and maintain equipment | 4.1 | Equipment used is cleaned and inspected for serviceable condition and stored appropriately |
| | | 4.2 | Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed |
| | | 4.3 | Work area is cleaned and returned to approved condition |
| | | 4.4 | Workplace records are completed |


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# 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.

**Unit context includes:**

- WHS requirements including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving in the enhancement of finishes

**Surfaces include:**

- solid timber
- manufactured board
- metal

**Tools and equipment include:**

- abrasive papers
- pulling/pullover rubber
- cotton rags
- steel wool
- orbital sander pneumatic or low voltage
- electric or pneumatic buff
- rubber sanding block

**Materials include:**

- water
- detergent
- cutting compound
- wax
- oil
- buffing creams


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| | |
|---|---|
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFF3005B Enhance finishes

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFF3005 Enhance finishes

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- On two (2) occasions, one (1) including a curved surface, enhance existing finishes by:
  - cutting down
  - pulling in
  - compounding and buffing
- On two (2) occasions wax and oil to achieve a satin finish
- Maintain application equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Identification of hand application techniques
- Functions and safety requirements of hand and power tools, particularly in wet working environments
- Characteristics of compounds, waxes and oils in terms of toxicity, reactivity, flammability and required viscosity
- Methods to prevent contamination of surfaces during and after finishing
- Work flow in relation to the application of finishing material


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# 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 hand finishing application equipment, compounds, waxes, oils and finishes requiring enhancement.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFF3006 Repair and touch up surfaces

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers applying techniques to repair and touch up damaged surfaces.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture finishing

## 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 | Workplace information, including materials application and safety information, and material safety data sheets (MSDS), is used to inform work practices |
| | | 1.2 | Characteristics of the surface and the required surface coating are identified from work orders or instructions |
| | | 1.3 | Processing and application techniques, time and safety requirements are identified and used for work planning |
| | | 1.4 | Work health and safety (WHS) requirements, including ventilation requirements and personal protection needs, are observed throughout the work |
| | | 1.5 | Tools, equipment and accessories are identified and checked for safe and effective operation for the surface |


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| | | | |
|---|---|---|---|
| | | | coating task |
| 2 | Repair surfaces | 2.1 | Surfaces are checked for contamination and correct preparation according to workplace procedures and standards |
| | | 2.2 | Products with surface or other faults are identified and assessed |
| | | 2.3 | Materials required for repair are selected and prepared |
| | | 2.4 | Repairs are completed to manufacturer standards and/or industry practices |
| 3 | Prepare for application of materials | 3.1 | Techniques for hand application of materials are identified and selected |
| | | 3.2 | Coating materials required are identified and prepared for the surface coating task |
| | | 3.3 | Trial applications of surface materials are made to check equipment operation, materials consistency and specified surface finish |
| | | 3.4 | Faults are identified and workplace procedures for rectification are followed |
| 4 | Apply surface coating | 4.1 | Surface coatings are applied according to job instructions, manufacturer specifications and workplace procedures |
| | | 4.2 | Coated products are inspected and approved for suitability for further processing |
| | | 4.3 | Products which do not meet quality specifications are recoated or tagged for further investigation |
| 5 | Clean work area and maintain equipment | 5.1 | Equipment used is cleaned and inspected for serviceable condition and stored appropriately |
| | | 5.2 | Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed |
| | | 5.3 | Work area, including painting locations, is cleaned and returned to approved condition |
| | | 5.4 | Workplace records are completed |


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving in the application of surface coatings

**Techniques include:**

- decontamination and repair
- stripping
- wash off
- stoppings
- epoxy
- button lac
- water putty
- wax
- plugs and refinishing

**Surface faults include:**

- machine marks
- bruising
- pencil marks
- grease
- cross-sanding marks
- scratches
- glue marks
- dirt marks


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| | |
|---|---|
| | • insect and termite holes<br>• holes<br>• knots<br>• blisters<br>• rubber marks<br>• burns or tears<br>• ropiness and foreign matter in the polish |
| **Surfaces include:** | • solid timber<br>• manufactured board<br>• metal |
| **Tools and equipment include:** | • brushes<br>• rollers<br>• soup rubbers<br>• paint trays<br>• power agitators<br>• sanders<br>• liquid containers<br>• scrapers<br>• quirk sticks<br>• sandpapers<br>• cotton rags<br>• hessian<br>• steel wool<br>• sandpaper<br>• abrasive papers |
| **Materials include:** | • lacquers<br>• paints<br>• acrylics<br>• enamels<br>• one-pot polyurethane<br>• methylated spirits<br>• pigments<br>• spirit colours |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and |


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communication
- manufacturer specifications and operational procedures

## Unit Mapping Information

Supersedes and is equivalent to LMFFF3006B Repair and touch up surfaces

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFF3006 Repair and touch up surfaces

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Repair and finish a minimum of four (4) damaged surfaces, including:
  - a strip off and re-finish
  - two (2) touch ups involving different repair techniques
  - with only one (1) being a metal surface
- Maintain application equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Repair and touch up techniques
- Decontamination materials, techniques and safety requirements
- Identification of application techniques
- Characteristics of coatings and base materials in terms of toxicity, reactivity, flammability, required viscosity and recoatability
- Methods to prevent contamination of surfaces during and after surface coating
- Work flow in relation to the application of surface coatings


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# 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 surface coating application equipment, coatings, other consumables and materials to be repaired.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFF3007 Apply graining and decorative finishes

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers applying material to a surface to imitate timber grain and decorative (faux) finishes

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture finishing

## 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 | Workplace information, including materials application and safety information, and material safety data sheets (MSDS), is used to inform work practices |
| | | 1.2 | Characteristics of the surface and the required surface treatment are identified from work orders or instructions |
| | | 1.3 | Processing and application techniques, time and safety requirements are identified and used for work planning |
| | | 1.4 | Work health and safety (WHS) requirements, including ventilation requirements and personal protection needs, are observed throughout the work |
| | | 1.5 | Tools, equipment and accessories are identified and checked for safe and effective operation for the task |


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| | | | |
|---|---|---|---|
| 2 | Prepare for application of materials | 2.1 | Surfaces are checked for contamination and correct preparation according to workplace procedures and standards |
| | | 2.2 | Products with surface or other faults are identified and faults repaired as appropriate |
| | | 2.3 | Materials required to complete the task are identified and prepared |
| | | 2.4 | Trial applications of material are made to check equipment operation, materials consistency, viscosity and sample match |
| | | 2.5 | Faults and or inconsistencies in colour and surface appearance are identified and workplace procedures for rectification and adjustment are followed |
| 3 | Apply finishing materials | 3.1 | Techniques for application of graining solution and other finishes are identified |
| | | 3.2 | Materials are applied according to job instructions, manufacturer specifications and workplace procedures |
| | | 3.3 | Finished products are inspected and approved for suitability for further processing |
| | | 3.4 | Products which do not meet quality specifications are rectified or tagged for further investigation |
| 4 | Clean work area and maintain equipment | 4.1 | Equipment used is cleaned and inspected for serviceable condition and stored appropriately |
| | | 4.2 | Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed |
| | | 4.3 | Work area is cleaned and returned to approved condition, and all areas used for bleaching are washed down with water |
| | | 4.4 | Workplace records are completed |


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# 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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving in the application of surface coatings |
| **Graining and decorative finishes include:** | • ragging<br>• stippling<br>• ageing<br>• distressing<br>• others |
| **Surfaces include:** | • solid timber<br>• manufactured board<br>• metal |
| **Tools and equipment include:** | • liquid containers<br>• rubber gloves<br>• face masks<br>• spray booths<br>• spray guns<br>• compressor<br>• air lines<br>• brushes<br>• sanding block |


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| | |
|---|---|
| **Materials include:** | • brushes<br>• graining tools<br>• water<br>• abrasive papers<br>• cotton rags<br>• hessian<br>• lacquer-based wiping stain<br>• polyurethane wiping stain<br>• spirit stain<br>• pigment oil stain<br>• proprietary brand stains<br>• pigments<br>• acrylic paint<br>• enamel |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFF3007B Apply graining and decorative finishes

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFF3007 Apply graining and decorative finishes

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Apply graining solution to imitate a minimum of two (2) different timber species
- Apply material to imitate a marble finish and one (1) other finish type
- Maintain application equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity
-

## Knowledge Evidence

- Application of stains, fillers and bleaches
- Decontamination materials, techniques and safety requirements
- Identification of application techniques
- Characteristics of graining and coating materials in terms of toxicity, reactivity, flammability and viscosity
- Characteristics of coatings and base materials in terms of toxicity, reactivity, flammability, required viscosity and recoatability
- Methods to prevent contamination of surfaces during and after surface coating
- Work flow in relation to the application of surface coatings


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# 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 surface coating application equipment, coatings, other consumables and materials to be repaired.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFF3008 Apply traditional French polishing techniques

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers hand application of shellac polish to timber surfaces using traditional French polishing techniques.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture finishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Plan and prepare for work | 1.1 | Work requirements are correctly identified from drawings, specifications and instructions |
| | | 1.2 | Quality assurance requirements are recognised and adhered to in accordance with company operations |
| | | 1.3 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.4 | Tools and equipment selected are consistent with job requirements and work instructions, checked for safety and serviceability, and any faults reported to supervisor |
| | | 1.5 | Skinning in, bodying up and spiriting out/stiffening up rubbers are prepared consistent with the requirements of |


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| | | | |
|---|---|---|---|
| | | | the work |
| 2 | Prepare for application of polish | 2.1 | Surfaces are checked for contamination and correct preparation according to workplace procedures and standards |
| | | 2.2 | Products with surface or other faults are identified and faults are reported or repaired |
| | | 2.3 | Techniques for hand application of polish using traditional methods are identified and used according to workplace procedures |
| | | 2.4 | Materials and equipment suitable for skinning in, bodying up and spiriting out/stiffening up operations are prepared |
| | | 2.5 | Surfaces are stained, filled in and then sealed with polish using a mop brush, blender or swooge |
| 3 | Skin in job surface | 3.1 | Surface is lightly sanded and checked for defects which are rectified in accordance with workplace procedures |
| | | 3.2 | Skinning in rubber is suitably charged with polish having regard for job colour and clarity |
| | | 3.3 | Surface is skinned in, covering small areas at a time, using correct amount of pressure and suitable rubber movements |
| | | 3.4 | Pumice powder is applied, as necessary, in accordance with workplace procedures |
| | | 3.5 | Skinned in surface is inspected and any defects are repaired using suitable materials |
| 4 | Body up a skinned in surface | 4.1 | Polish, lubricating oil and pumice powder is used to body up the skinned in surface, using correct amount of pressure and suitable rubber movements |
| | | 4.2 | Rubber and job surface are continuously monitored to evaluate their condition |
| | | 4.3 | Body up rubber is recharged and lubricating oil and pumice are applied, as necessary, to ensure surface faults and blemishes do not develop |
| | | 4.4 | Bodied up surface is full and flat with an even sheen and shows no blemishes |


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|---|---|---|---|
| 5 | Spirit off/stiffen up surface | 5.1 | Surface is stiffened up/spirited off using correctly charged rubber, correct amount of pressure and suitable rubber movements |
| | | 5.2 | Stiffened up/spirited off surface is free of oil, full, flat with an even sheen and shows no blemishes or rubber marks |
| 6 | Clean up work area | 6.1 | Workplace is cleared of debris and unused materials |
| | | 6.2 | Rubbers are stored separately in airtight glass or plastic containers in accordance with workplace procedures |
| | | 6.3 | Tools and equipment are cleaned, maintained and stored |

# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving in the process of French polishing


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| | |
|---|---|
| **Polishes include:** | • shellac<br>• button lac<br>• de-waxed lac<br>• de-waxed/de-coloured lac<br>• white or bleached lac |
| **Surfaces include:** | • solid timber or veneered manufactured board |
| **Lubricating oils include:** | • paraffin<br>• linseed |
| **Surface faults include:** | • machine marks<br>• bruising<br>• pencil marks<br>• grease<br>• cross-sanding marks<br>• scratches<br>• glue marks<br>• dirt marks<br>• insect and termite holes<br>• holes<br>• knots<br>• blisters<br>• rubber marks<br>• burns or tears<br>• ropiness and foreign matter in the polish |
| **Tools and equipment include:** | • filler blades<br>• brushes<br>• abrasive papers<br>• skinning in<br>• bodying up and spiriting out rubbers<br>• mop brush<br>• blender<br>• swooge and scrapers |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication |


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- manufacturer specifications and operational procedures

## Unit Mapping Information

Supersedes and is equivalent to LMFFF3008B Apply traditional French polishing techniques

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFF3008 Apply traditional French polishing techniques

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Accurately apply traditional French polishing techniques on a minimum of two (2) occasions which must include and cover flat and curved surfaces and an enclosed panel
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity
-

## Knowledge Evidence

- Workplace and equipment safety requirements, including relevant regulations, codes and standards
- Construction techniques of rubbers
- Safe handling of materials associated with traditional French polishing, including:
  - lac
  - polishes
  - paraffin and linseed oils
  - methylated spirits
- Shellac mixing procedures
- Repair techniques to defects in timber surfaces and polish film
- Appropriate rubber charging and movements for each stage of French polishing


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- Storage requirements for lac products and rubbers

# 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 French polishing materials, timber components/furnishings requiring polish and cleaning materials.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFF3009 Set up, operate and maintain computer numerically controlled (CNC) coating systems

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers setting up, operating and maintaining CNC coating systems in order to apply coatings to specifications.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture finishing

## 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 | Characteristics of the surface and the required surface coating are identified from work orders or instructions |
| | | 1.2 | Processing and application techniques, time and safety requirements are identified and used for work planning |
| | | 1.3 | Work health and safety (WHS) requirements, including ventilation requirements and personal protection needs, are observed throughout the work |
| | | 1.4 | Tools, equipment and accessories are identified and checked for safe and effective operation for the surface coating task |


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| | | | |
|---|---|---|---|
| | | 1.5 | Coating materials are identified and prepared |
| 2 | Check and prepare for spraying | 2.1 | Products with surface or other faults are identified and faults reported or repaired as appropriate |
| | | 2.2 | Other products and equipment in the workplace are protected from overspray |
| | | 2.3 | Trial applications of surface materials are made to check equipment operation, materials consistency and specified surface finish |
| | | 2.4 | Machine faults are identified and rectified or reported |
| | | 2.5 | Material faults are identified and workplace procedures for rectification are followed |
| 3 | Apply surface coating | 3.1 | Surfaces are kept free of contamination |
| | | 3.2 | Surface coatings are applied according to workplace procedures |
| | | 3.3 | Surface coating viscosity and coverage is monitored and checked against workplace requirements for even spread and thickness |
| | | 3.4 | Rectification of surface faults are made as required |
| | | 3.5 | Products are inspected and approved for suitability for further processing |
| | | 3.6 | Defects are dealt with and/or reported in accordance with workplace procedures |
| 4 | Clean work area and maintain equipment | 4.1 | Equipment is cleaned and inspected for serviceable condition and stored appropriately |
| | | 4.2 | Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed |
| | | 4.3 | Work area, including spray booth is cleaned and returned to approved condition |
| | | 4.4 | Workplace records are completed |


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# 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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate organisational abilities, judgement and problem solving in the application of surface coatings |
| **Surface coatings include:** | • curtain coating<br>• UV coating<br>• tumbling<br>• dipping<br>• electrostatic powder coating |
| **Tools and equipment include:** | • computerised spray system<br>• electrostatic spray guns<br>• baking ovens<br>• barrel tumblers<br>• spray booths<br>• liquid containers<br>• compressor and hoses<br>• screwdrivers<br>• shifting spanner and spanners<br>• ford cup |
| **Materials to be applied** | • stains<br>• lacquers |


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| | |
|---|---|
| **include:** | • wax<br>• oil<br>• two-pack polyurethane<br>• three-pack polyester<br>• enamels<br>• acrylics<br>• powder coating |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFF3009B Set up, operate and maintain CNC coating systems

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFF3009 Set up, operate and maintain computer numerically controlled (CNC) coating systems

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Select and apply surface coatings, including the adjustment of system controls, to effect required coating using a minimum of two (2) different CNC systems for curtain coating, UV coating, tumbling, dipping, and electrostatic powder coating tasks
- Maintain equipment and work area, including spray booth
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Identification of CNC coating system equipment, processes and procedures
- Characteristics of coatings and base materials in terms of toxicity, reactivity, flammability, required viscosity and recoatability
- Effects of fumes, heat and other radiations on surface coatings
- Methods to prevent contamination of surfaces during and after surface coating
- Work flow in relation to spraying operations

## Assessment Conditions

- Assessors must:


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  - 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 CNC coating systems and equipment, spray booth, coatings and cleaning products.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL1001 Complete simple floor covering installation

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers completing installation of timber, carpet or resilient floor coverings in a simple context.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

## Competency Field

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Lay out materials | 1.1 | Plans and/or drawings are read and interpreted |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 1.4 | Suitable adhesives, trims and accessories are selected if required |


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| | | | |
|---|---|---|---|
| | | 1.5 | Materials are laid out to meet specification requirements and minimise waste and joins |
| 2 | Prepare materials for installation | 2.1 | Sequence of work is planned to ensure lay out and fixing is in logical order |
| | | 2.2 | Underlay is cut to specification |
| | | 2.3 | Materials are cut to shape, length and size for final laying |
| | | 2.4 | Adhesives and edge strips are prepared for use as required |
| 3 | Lay flooring | 3.1 | Instructions and sequence for laying and fixing are followed |
| | | 3.2 | Appropriate underlay is laid according to manufacturer recommendations |
| | | 3.3 | Materials for fixing are organised and used in accordance with relevant safety management requirements |
| | | 3.4 | Fixing methods and equipment are used following manufacturer recommendations |
| | | 3.5 | Finished job is inspected and any imperfections are rectified following workplace procedures |
| 4 | Complete housekeeping | 4.1 | Unused materials are stored or recycled as required |
| | | 4.2 | Tools and equipment are cleaned and stored appropriately |
| | | 4.3 | Work area is cleaned and rubbish disposed of appropriately |
| | | 4.4 | Workplace documentation is completed |

# 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.


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# 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.

**Unit context includes:**

- this unit is designed for a VET in Schools or equivalent program where the level of supervision is likely to be more direct than under normal working conditions
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individual to demonstrate some discretion, judgement and problem solving
- simple floor covering contexts include those where:
  - sub-floor preparations are not required or have been completed
  - the area to be covered is rectangular or square
  - no pattern, border design or colour matching is required

**Timber flooring includes:**

- floating floor
- strip timber flooring (non-structural)
- parquetry and cork tiles

**Carpet flooring includes:**

- tufted carpet
- woven carpet
- needle punch carpet and fusion bonded carpe

**Resilient flooring includes:**

- homogenous/heterogeneous backed PVC
- linoleum sheet
- rubber sheet and composition vinyl

**Tools and equipment for timber floor covering installation include:**

- drop saw
- jig saw
- hand saw
- undercut saw
- plunge saw
- nail gun
- straight edge


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| | |
|---|---|
| | • cramps<br>• clamps<br>• hammer<br>• bar scriber<br>• tape measure and utility knife |
| **Tools and equipment for carpet floor covering installation include:** | • carpet knee kicker<br>• power stretcher<br>• carpet wall trimmer<br>• trolley<br>• hammer<br>• trimming knife<br>• spiked carpet roller<br>• weight or seam roller<br>• awl<br>• carpet spreader<br>• carpet shears<br>• napping shears and tape measure |
| **Tools and equipment for resilient floor covering installation include:** | • utility knife<br>• straight edge<br>• square<br>• chalk and chalk-line<br>• tape measure<br>• hacksaw<br>• serrated trowel<br>• hammer<br>• scribing bar<br>• divider<br>• roller<br>• gas bottle and gun<br>• rubber mallet<br>• paint brush and bucket<br>• spatula knife<br>• trolley and wall trimmer |
| **Materials include:** | • flooring materials<br>• underlay<br>• edge strips<br>• reducing strips<br>• tapes<br>• adhesives<br>• adhesive tapes<br>• skirting<br>• domestic carpet gripper strips |


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| | |
|---|---|
| **Personal protective equipment includes:** | • heat seam tape<br>• hessian tape and thread<br>• that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFL1001A Complete simple floor covering installation

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL1001 Complete simple floor covering installation

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Apply ventilation standards
- Complete a minimum of one (1) simple floor covering installation, which may be either timber, carpet or resilient flooring
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Types, characteristics, uses and limitations of flooring materials
- Types and uses of installation tools and equipment
- Types, characteristics, uses and limitations of fixing methods and adhesives
- Types, characteristics, uses and limitations of underlays
- Workplace safety system requirements related to flooring installation
- Work flow in relation to flooring installation

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 timber, carpet or resilient flooring materials; timber, carpet or resilient flooring tools and equipment; installation materials and area requiring flooring.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL2030 Receive and prepare flooring materials

## Modification History

Release 1. Supersedes and is not equivalent to MSFFL2002 Receive and prepare floor covering materials for installation and MSFFL2003 Select, operate and maintain floor covering cutting machine.

## Application

This unit describes the skills and knowledge required to check, prepare, package, transport and load flooring materials to an installation site with minimum damage. It includes acclimatisation and storage of materials on site and only the use of non-regulated moving devices such as hand trolleys and palette-jacks.

This unit applies to flooring technicians working in accordance with pre-determined work orders.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify preparation requirements | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Read work documentation and identify job and material preparation requirements<br>1.3 Confirm details of the site conditions, including safety and security requirements, from reports or physical inspection<br>1.4 Identify delivery point, access and storage on site and determine |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | methods for loading and/or hoisting floor coverings<br>1.5 Determine any special packaging requirements for transportation to site<br>1.6 Select and check tools, equipment and materials for suitability, serviceability and safety prior to use |
| 2. Receive flooring materials | 2.1 Receive and segregate flooring materials into products<br>2.2 Check received materials against delivery documentation for type, quantity and production batch<br>2.3 Inspect received materials for defects and damage and reject or segregate unacceptable items<br>2.4 Accurately complete receipt documentation in accordance with workplace procedures |
| 3. Prepare and package flooring materials | 3.1 Confirm types and quantities of materials required for the work plan<br>3.2 Prepare and accurately measure or estimate materials based on job requirements<br>3.3 Package materials and equipment for transport to site taking into account potential damage factors |
| 4. Secure and protect load | 4.1 Check distribution to ensure that it is even, meets regulatory loading and transporting requirements and is within safe working capacity<br>4.2 Check load to ensure that dangerous goods and hazardous substances are appropriately segregated in accordance with current dangerous goods codes<br>4.3 Secure load using the correct load restraint and protection equipment for different loads, carrying and storage conditions<br>4.4 Protect load in accordance with legal and workplace safety requirements |
| 5. Load flooring materials on to the worksite | 5.1 Identify roles and related responsibilities for the successful completion of the loading and lifting activity<br>5.2 Estimate time requirements to complete the loading and/or lifting of flooring materials based on scope of work<br>5.3 Select, access and use materials handling equipment appropriate to the task in accordance with regulatory and/or site requirements |


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| Elements | Performance Criteria |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 5.4 Complete movement activities as an individual or working directly with others as required by the work tasks |
| 6. Store flooring materials and accessories on site | 6.1 Observe condition of flooring materials and accessory products on arrival on site, identify any damage and separate for further action<br>6.2 Store flooring materials and accessory products on site observing any requirements for protection from potential damage factors<br>6.3 Identify and satisfy product and site acclimatisation requirements<br>6.4 Stack materials appropriately for weight loading, size and crushability of flooring materials or accessory products<br>6.5 Locate required products to enable ready access when required on site |
| 7. Complete housekeeping | 7.1 Store and recycle unused materials in accordance with workplace procedures<br>7.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>7.3 Clean work area and dispose of rubbish safely<br>7.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL2030 Receive and prepare flooring materials

## Modification History

Release 1. Supersedes and is not equivalent to MSFFL2002 Receive and prepare floor covering materials for installation and MSFFL2003 Select, operate and maintain floor covering cutting machine.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- checked, prepared, packaged, loaded for transport and stored flooring materials in accordance with workplace requirements for 2 different jobs with varied site conditions and potential damage considerations
- safely used 2 different non-regulated materials handling devices.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of weight and estimation of material requirements
- handling, transporting and storage of flooring materials:
  - relevant Australian standards and regulations including state/territory mass and loading regulations
  - Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances
  - workplace safety and risk management systems
  - environmental protection requirements
  - work flow
  - types, characteristics and uses of flooring materials and common defects
  - items used in installation of different types of flooring materials
- the importance of acclimatisation on site, factors that can cause damage to flooring materials and how this impacts handling and storage:
  - humidity
  - moisture
  - temperature
  - weather effects
  - handling
  - crushing


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    - scratching
- contamination requirements for minimising damage to and maintaining contaminant free unfinished materials goods and completed products
- potential hazards around products to be stored, including:
    - fire and explosion risk
    - security issues
    - operator safety
- types, characteristics, safe use, maintenance and limitations of tools and equipment used in preparing flooring materials for their safe use, operation and maintenance, including:
    - non-motorised lifting and movement aids
    - open and enclosed pallets
    - pre-fabricated and fixed shelving
    - shipping containers
    - cutting machinery
- transportation of prepared flooring materials and associated equipment to the installation site including:
    - packaging for damage minimisation during transportation
    - weight calculations and considerations for package shape, size and suitability for the vehicle to be used for transportation
    - workplace procedures and policies for the loading and unloading of goods or cargo
- procedures for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - sites for storage and handling of product
    - flooring materials in sufficient quantity to undertake complete installations
    - non-regulated materials handling devices and preparation equipment
    - work orders
    - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL2031 Remove existing floor coverings

## Modification History

Release 1. Supersedes and is equivalent to MSFFL2005 Remove existing floor coverings.

## Application

This unit describes the skills and knowledge required to remove existing floor coverings.

This unit applies to individuals removing floor coverings in accordance with established workplace procedures.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Plan work | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Read documentation and identify work requirements<br>1.3 Select tools, equipment and materials and check for suitability, serviceability and safety prior to use<br>1.4 Plan sequence of work to ensure removal of floor coverings is in logical order |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.5 Prepare and position materials and equipment for use |
| 2. Remove floor coverings | 2.1 Select starting point to ensure entry and exit access throughout the operation<br>2.2 Check area and flooring for presence of any hazardous substances and take appropriate action<br>2.3 Remove floor covering using techniques suited to the type of material<br>2.4 Securely package removed floor coverings in manageable bundles for removal from the area<br>2.5 Check exposed floor and safely remove any protruding nails, carpet grippers, adhesives, levelling compounds and remnants of floor coverings |
| 3. Complete housekeeping | 3.1 Store and recycle unused materials in accordance with workplace procedures<br>3.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>3.3 Clean work area and dispose of rubbish safely<br>3.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFFL2005 Remove existing floor coverings.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL2031 Remove existing floor coverings

## Modification History

Release 1. Supersedes and is equivalent to MSFFL2005 Remove existing floor coverings.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- removed floor coverings in accordance with safety and job requirements:
  - 1 by hand
  - 1 using mechanical equipment.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- removal of floor coverings:
  - workplace safety system requirements
  - environmental protection and sustainability requirements
  - work flow
  - potential risk factors, including the presence of hazardous substances, and how to respond, including to the presences of asbestos
  - characteristics of floor coverings and different techniques and materials used to fix:
    - carpet with soft underlay and gripper strips
    - parquetry with hard underlay
    - resilient floor covering installed on concrete
    - carpet, resilient and cork tile
    - tiled floors
    - strip timber
    - floating floor
  - techniques and processes for the removal of different types of floor coverings, the types of problems that may occur and how to avoid and respond
  - types of tools and equipment use for removal and procedures for their safe set up, use and maintenance:
    - manual
    - mechanical
- procedures for the recording, reporting and maintenance of workplace records and information.


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## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - locations with floor covering for removal
  - equipment, tools and materials to complete tasks in the Performance Evidence
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL2032 Select, prepare and apply moisture barriers to concrete subfloors

## Modification History

Release 1. Supersedes and is not equivalent to MSFFL2009 Select, prepare and apply moisture barriers and damp-proof membranes to concrete sub-floors.

## Application

This unit describes the skills and knowledge required to apply moisture barriers in readiness for the installation of floor coverings and coatings.

This unit applies to flooring technicians preparing floors in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **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 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Read documentation and identify work requirements and process<br>1.3 Inspect subfloors in accordance with Australian Standards and identify treatment system |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.4 Select and check tools, equipment and materials for suitability, serviceability and safety prior to use<br>1.5 Access safety data sheets (SDS), or equivalent, and apply to work<br>1.6 Prepare materials and equipment and safely position for use<br>1.7 Prepare surfaces in accordance with manufacturer recommendations |
| 2. Apply moisture suppressant | 2.1 Apply surface coating to required depth and coverage in accordance with manufacturer specifications and job requirements<br>2.2 Check subfloor is clear for application of moisture barrier in accordance with requirements |
| 3. Apply moisture barrier | 3.1 Establish moisture type as hydrostatic pressure, capillary moisture, or new concrete with high moisture content<br>3.2 Establish moisture content as reducing, construction moisture or a result of damaged membrane or capillary action<br>3.3 Strengthen all corners, cracks and other penetrations in accordance with manufacturer instructions<br>3.4 Lay barrier material with required number of coats in accordance with manufacturer instructions<br>3.5 Check subfloor for compliance with quality requirements and identify and rectify deficiencies |
| 4. Complete housekeeping | 4.1 Store or recycle unused materials in accordance with workplace procedures<br>4.2 Clean remains of compounds used and dispose of appropriately<br>4.3 Check, clean and store tools and equipment in accordance with workplace procedures<br>4.4 Clean work area, remove waste material and dispose of safely<br>4.5 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL2032 Select, prepare and apply moisture barriers to concrete subfloors

## Modification History

Release 1. Supersedes and is not equivalent to MSFFL2009 Select, prepare and apply moisture barriers and damp-proof membranes to concrete sub-floors.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- completed 2 moisture suppressant and barrier installations:
  - 1 moisture barrier (dealing with an external moisture problem that may be due to hydrostatic pressure or capillary action)
  - 1 moisture suppressant (dealing with construction moisture in green concrete).
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- application of moisture suppressant and barrier systems:
  - Australian Standards requirements
  - workplace safety system requirements
  - environmental protection and sustainability requirements
  - work flow
  - types, characteristics, safe use, maintenance and limitations of tools and equipment used during work process
  - types, characteristics, uses and limitations of moisture barriers and moisture suppressants
  - techniques for the application of products, the types of problems that may occur and how to avoid and respond
- procedures for the recording, reporting and maintenance of workplace records and information.
-


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# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - concrete subfloors to be treated
  - equipment, tools and materials to complete tasks in the Performance Evidence
  - safety data sheets
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL2033 Install hard underlays

## Modification History

Release 1. Supersedes and is equivalent to MSFFL2016 Install hard underlays.

## Application

This unit describes the skills and knowledge required to cut and fit hard underlay materials prior to laying floor coverings.

This unit applies to flooring technicians working in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for installation | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Read documentation and identify work requirements<br>1.3 Assess subfloor condition for the type of underlay and/or floor covering to be installed<br>1.4 Select underlay material suitable to the final surface to be laid |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.5 Select adhesives and fastenings based on job requirements<br>1.6 Select tools and equipment and check for suitability, serviceability and safety prior to use<br>1.7 Plan sequence of work, including the starting point, to ensure efficiency and quality of installation |
| 2. Set out materials | 2.1 Check hard underlay to be installed against order<br>2.2 Acclimatise hard underlay in accordance with manufacturer recommendations<br>2.3 Establish working lines and starting point<br>2.4 Lay out materials to meet specification requirements and to minimise waste<br>2.5 Mark and cut material to specification with minimum waste |
| 3. Lay underlay | 3.1 Identify and follow instructions and sequence for laying and fixing<br>3.2 Organise materials for fixing and use in accordance with safety management requirements<br>3.3 Use fixing methods and equipment following manufacturer instructions<br>3.4 Check completed installation for flaws and materials and rectify |
| 4. Complete housekeeping | 4.1 Store and recycle unused materials in accordance with workplace procedures<br>4.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>4.3 Clean work area and dispose of rubbish safely<br>4.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

Supersedes and is equivalent to MSFFL2016 Install hard underlays.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL2033 Install hard underlays

## Modification History

Release 1. Supersedes and is equivalent to MSFFL2016 Install hard underlays.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- completed 2 hard underlay installations in accordance with job requirements and manufacturer recommendations using 5.5mm sheet products:
  - 1 adhesive and fastener fixed on to the subfloor
  - 1 fastener fixed on timber subfloor.
  -

## Knowledge Evidence

- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- installation of hard underlays:
  - Australian Standards requirements
  - workplace safety system requirements
  - environmental protection and sustainability requirements
  - how to access manufacturer instructions
  - work flow
  - types, characteristics, uses and limitations of hard underlays
  - types, characteristics, safe use, maintenance and limitations of tools, equipment and materials
  - laying techniques, the types of problems that can occur and how to avoid and respond
  - quality indicators for completed work
- procedures for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:


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- locations requiring installation of hard underlay
- underlay as specified in the Performance Evidence
- equipment, tools and materials to complete tasks in the Performance Evidence
- work orders
- workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL2034 Prepare subfloors with cementitious coating applications

## Modification History

Release 1. Supersedes and is not equivalent to MSFFL2006 Prepare, select and apply smoothing and patching compounds, and, MSFFL2007 Select and apply appropriate compounds and additives.

## Application

This unit describes the skills and knowledge required to select, prepare, and apply primers, admix and cementitious products to concrete and timber subfloors using skim, smoothing, levelling and bulk filling coating techniques in readiness for the installation of floor coverings and coatings. It may apply to internal and external applications.

This unit applies to flooring technicians working in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify work requirements | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Read work documentation and identify job requirements |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.3 Inspect subfloors against requirements of Australian Standards to ensure that they are dry, smooth, plane, and sound and confirm extent of required preparation and work<br>1.4 Select and check tools, equipment and materials for suitability, serviceability and safety prior to use |
| 2. Inspect subfloors to determine irregularities | 2.1 Inspect and confirm construction type, structure and sub-structure<br>2.2 Run and check datum lines and confirm accurate dimensions<br>2.3 Inspect and identify nature and extent of surface irregularities<br>2.4 Check subfloors and walls for contamination, moisture content, plane, smooth and suitable preparation<br>2.5 Clean surface using suitable floor preparation equipment and or cleaning agents in accordance with manufacturer recommendation |
| 3. Select primers, additives and cementitious compounds | 3.1 Determine suitability of the primers and compounds for compatibility and levelling requirements through trial applications<br>3.2 Select suitable primers, additives and cementitious compounds based on their functions in accordance with the needs of the job<br>3.3 Select method of application based on job requirements<br>3.4 Apply selected primers to the subfloor in accordance with manufacturer instructions |
| 4. Prepare additives and cementitious compounds | 4.1 Establish mixing station and mix selected cementitious compounds and additives in accordance with safety management requirements and manufacturer instructions<br>4.2 Plan a sequence of work that ensures the application of cementitious compounds and additives in logical order |
| 5. Apply cementitious compounds and additives | 5.1 Establish working lines and select starting point<br>5.2 Apply prepared compounds and additives to the surface in accordance with manufacturer instructions<br>5.3 Inspect completed applications and identify and address deficiencies |
| 6. Complete housekeeping | 6.1 Store and recycle unused materials in accordance with workplace procedures<br>6.2 Check, clean and store tools and equipment in accordance with workplace procedures |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 6.3 Clean work area and dispose of rubbish safely<br>6.4 Accurately complete required workplace documentation |

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL2034 Prepare subfloors with cementitious coating applications

## Modification History

Release 1. Supersedes and is not equivalent to MSFFL2006 Prepare, select and apply smoothing and patching compounds, and, MSFFL2007 Select and apply appropriate compounds and additives.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- achieved the required substrate finish with each of the following on both timber and concrete subfloors:
  - level coat to 3mm thickness
  - primer
  - rapid set mortar patch or ramp
  - skim coat.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- characteristics and requirements of concrete and timber subfloor preparation
- characteristics and requirements of concrete and fibre board wall preparation
- application of compounds and additives:
  - workplace safety system requirements
  - environmental protection and sustainability requirements
  - how to access manufacturer instructions
- types, characteristics, uses and limitations of compounds and additives, including:
  - porous substrate primer
  - non-porous substrate primer
  - substrate moisture barrier and green slab primer
  - fibre
  - high polymer cement-based finishes
  - latex powder and emulsion based subfloor smoothing compounds
  - levelling and smoothing compounds and primers


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  - pumpable cement base floor leveller
  - rapid setting and drying repair mortar
  - self-smoothing and/or levelling cements
  - synthetic resin dispersion
  - two part, chemically cured epoxy coating for porous concrete floors
  - graded aggregate for bulking
  - kiln dry sand for priming and bulking
- types, characteristics, safe use, maintenance and limitations of tools, equipment and materials
- techniques for the application of compounds and additives, the types of problems that may occur, and how to avoid and respond
- quality indicators for subfloor surface finishes
- procedures for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - subfloors requiring application of compounds and additives
  - compounds and additives
  - equipment, tools and materials to complete tasks in the Performance Evidence
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL2035 Mechanically prepare surfaces for installation of flooring materials

## Modification History

Release 1. Supersedes and is not equivalent to:

- MSFFL2011 Select, operate and maintain grinding equipment
- MSFFL2012 Select, operate and maintain shot blasting equipment
- MSFFL2013 Select, operate and maintain demolition equipment
- MSFFL2014 Select, operate and maintain scarifying equipment

## Application

This unit describes the skills and knowledge required to select and use powered equipment for the preparation of surfaces prior to the installation of flooring materials. It includes the requirement for floor grinding, and for knowledge of a range of different preparation methods.

This unit applies to flooring technicians preparing surfaces in accordance with pre-determined work orders where assessment of preparation needs would already have taken place.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **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 Identify and follow work health and safety, legislative and |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | organisational requirements<br>1.2 Read documentation and identify work requirements and process<br>1.3 Select and check tools, equipment and materials for suitability, serviceability and safety prior to use<br>1.4 Identify required sources and types of power supply<br>1.5 Plan sequence of work, including the starting point, to ensure work is completed in logical order |
| 2. Clean and prepare subfloor | 2.1 Select, correctly fit and use personal protective equipment in accordance with nature of preparation task<br>2.2 Safely remove fittings and fixtures from the subfloor and store for future use<br>2.3 Clear subfloor of loose debris and dirt, and clean using processes suited to the floor type |
| 3. Treat the subfloor | 3.1 Select work sequence and starting point<br>3.2 Prepare perimeter using light equipment and appropriate cutter<br>3.3 Prepare main area to the required standard using selected powered equipment in accordance with manufacturer specifications<br>3.4 Clean floor area, inspect and re-work as required to meet job requirements |
| 4. Complete housekeeping | 4.1 Store or recycle unused materials in accordance with workplace procedures<br>4.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>4.3 Clean work area and dispose of rubbish safely<br>4.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL2035 Mechanically prepare surfaces for installation of flooring materials

## Modification History

Release 1. Supersedes and is not equivalent to:

- MSFFL2011 Select, operate and maintain grinding equipment
- MSFFL2012 Select, operate and maintain shot blasting equipment
- MSFFL2013 Select, operate and maintain demolition equipment
- MSFFL2014 Select, operate and maintain scarifying equipment
-

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- prepared 2 surfaces in accordance with finish requirements using powered floor preparation equipment, with at least one being a grinding preparation.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- how to identify subfloors where specialist preparation is required and the different types of preparation methods available to achieve the required surface quality
- floor preparation using equipment:
  - organisational and site standards, requirements, policies and procedures
  - Australian Standards requirements
  - workplace safety system requirements
  - how to access manufacturer instructions
  - environmental protection and sustainability requirements
  - work flow for different types of floor preparation
- types, characteristics, uses, and limitations of different floor preparation equipment, including how to operate equipment used for:
  - floor demolition
  - grinding – single headed, double-headed, planetary action (tooling selection requirements)
  - scarifying
  - shot blasting
  - sanding with rotary floor sander
- fixtures and fittings that need to be removed prior to surface preparation


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- when wet method cleaning is required prior to mechanical methods being used
- cleaning products suited to different types of contaminant and how they are used
- processes for clean-up and disposal of waste slurry
- procedures for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - floors requiring preparation
  - grinding equipment
  - surfaces to be prepared
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL2036 Install soft carpet underlays and gripper accessories

## Modification History

Release 1. Supersedes and is equivalent to MSFFL2017 Install carpet cushion underlays and gripper accessories.

## Application

This unit describes the skills and knowledge required to prepare, lay out, cut, lay and fix soft carpet underlays, and carpet gripper accessories prior to laying carpet floor coverings, using the carpet gripper system.

This unit applies to flooring technicians installing underlay in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for installation | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Read documentation and identify work requirements and process<br>1.3 Confirm sub-floor suitability for installation consistent with Australian Standards and manufacturer recommendations |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.4 Select and check tools, equipment and materials for suitability, serviceability and safety prior to use<br>1.5 Select suitable adhesives, fixing trims and accessories<br>1.6 Lay out materials to meet specification requirements and to minimise waste<br>1.7 Plan sequence of work, including the starting point, to ensure efficiency and quality of installation |
| 2. Set out materials | 2.1 Check carpet cushion orunderlay and gripper accessories to be installed against order and acclimatise in accordance with manufacturer recommendations<br>2.2 Fit carpet grippers in accordance with specifications, plan and workplace procedures<br>2.3 Fit metal mouldings at thresholds and abutments to other flooring surfaces in accordance with specifications, plan and workplace procedures |
| 3. Lay and fix floor covering | 3.1 Identify and follow instructions and sequence for laying and fixing<br>3.2 Cut underlay to required shape with minimum waste of materials<br>3.3 Organise and use materials for fixing in accordance with manufacturer and safety management requirements<br>3.4 Fix underlay using methods and equipment which follow manufacturer instructions |
| 4. Complete housekeeping | 4.1 Store and recycle unused materials in accordance with workplace procedures<br>4.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>4.3 Clean work area and dispose of rubbish safely<br>4.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

Supersedes and is equivalent to MSFFL2017 Install carpet cushion underlays and gripper accessories.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL2036 Install soft carpet underlays and gripper accessories

## Modification History

Release 1. Supersedes and is equivalent to MSFFL2017 Install carpet cushion underlays and gripper accessories.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- installed 2 soft carpet underlays to complete rooms in accordance with job requirements with 1 incorporating obstructions and irregular (obtuse and acute) angles:
  - 1 to timber subfloor
  - 1 to concrete subfloor
- installed:
  - internal and external miters to naplocks
  - ripple trims
  - multi-purpose trims.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area, angles, and estimation of material requirements
- soft carpet underlay and gripper accessory installation:
  - Australian Standards requirements
  - workplace safety system requirements
  - how to access manufacturer instructions
  - environmental protection and sustainability requirements
  - work flow
  - characteristics and requirements of sub-floor preparation
  - type, characteristics, uses and limitations of soft carpet underlays, including:
    - single fibre
    - composite fibre
    - foam rubber
    - bonded foam
  - characteristics of materials, products and defects types,


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- characteristics, safe use, maintenance and limitations of tools, equipment and materials
- techniques for set out, laying, cutting and fixing, the types of problems that may occur and how to avoid and respond
- quality indicators for completed work

- procedures for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - locations requiring soft carpet underlays
  - carpet underlay
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL2037 Install unpatterned tufted carpet

## Modification History

Release 1. Supersedes and is not equivalent to MSFFL2018 Install unpatterned tufted and bonded carpet floor coverings, and, MSFFL2020 Install unpatterned tufted and bonded carpet floor coverings to stairs.

## Application

This unit describes the skills and knowledge required to prepare, cut, lay out, join, power stretch, trim and finish unpatterned tufted carpet, using the carpet gripper installation system. It includes installation to box and winder steps.

This unit applies to flooring technicians installing carpet in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring Technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for installation | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Correctly identify work requirements and process from review of documentation<br>1.3 Select and check tools, equipment and materials for suitability, |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | serviceability and safety prior to use<br>1.4 Plan sequence of work, including the starting point, to ensure efficiency and quality of installation<br>1.5 Confirm sub-floor suitability for installation consistent with Australian Standards and manufacturer recommendations |
| 2. Set out materials | 2.1 Check carpet to be installed against order and acclimatise carpet in accordance with manufacturer recommendations<br>2.2 Inspect underlay and gripper strips to confirm correct fitting<br>2.3 Clear work area of scraps or other contaminants. |
| 3. Lay carpet | 3.1 Identify and follow instructions and sequence for laying and fixing<br>3.2 Lay out carpet pieces and check for size, direction of pile and match<br>3.3 Cut, seal and join carpet pieces in accordance with manufacturer instructions and Australian Standards<br>3.4 Use stretching and fixing methods in accordance with manufacturer instructions and Australian Standards<br>3.5 Inspect finished work for compliance with work order, workplace and Australian Standards |
| 4. Complete housekeeping | 4.1 Store and recycle unused materials in accordance with workplace procedures<br>4.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>4.3 Clean work area and dispose of rubbish safely<br>4.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL2037 Install unpatterned tufted carpet

## Modification History

Not applicable.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- installed 2 types of tufted carpet using a carpet gripper installation system to each of the following:
  - connecting rooms, including at least 1 seam join and 1 cross join
  - a box step stairway containing at least 3 steps
  - a kite winder treads stairway containing at least 3 steps
- installed tufted carpet on both concrete and timber staircases (at least once each).
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- unpatterned tufted carpet floor covering installation:
  - Australian Standards requirements
  - workplace safety system requirements
  - how to access manufacturer instructions
  - environmental protection and sustainability requirements
  - work flow
  - types, characteristics, uses and limitations of unpatterned and tufted carpets
  - types, characteristics, safe use, maintenance and limitations of tools, equipment and materials
  - techniques for preparing, cutting, laying out, joining, power stretching, trimming and finishing carpet, the types of problems that may occur and how to avoid and respond:
  - characteristics and requirements of soft underlays, gripper strips and metal mouldings
  - quality indicators for completed work
- procedures for the recording, reporting and maintenance of workplace records and information.
-


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# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - locations, including stairways requiring unpatterned and tufted carpet
  - unpatterned and tufted carpet
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL2038 Install lay flat vinyl floor coverings

## Modification History

Release 1. Supersedes and is equivalent to MSFFL2021 Install lay flat vinyl floor coverings.

## Application

This unit describes the skills and knowledge required to set out, lay and cut flat vinyl floor coverings to single and connecting rooms using pattern matching, seam cutting, joining and sealing techniques.

This unit applies to flooring technicians laying floor coverings in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for installation | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Read documentation and identify work requirements<br>1.3 Confirm subfloor suitability for installation consistent with Australian Standards and manufacturer recommendations<br>1.4 Select adhesives, trims and accessories based on job requirements |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.5 Select and check tools, equipment and materials for suitability, serviceability and safety prior to use<br>1.6 Plan sequence of work, including starting point, to ensure efficiency and quality of installation<br>1.8 Check coverings to be installed against order and acclimatise in accordance with manufacturer recommendations |
| 2. Set out materials | 2.1 Identify and follow instructions and sequence for laying and fixing<br>2.2 Organise and use floor coverings in accordance with safety management requirements<br>2.3 Establish working lines and starting point |
| 3. Lay flat vinyl | 3.1 Lay out floor coverings to meet directional sequence, pattern match, specification requirements minimising waste and joins<br>3.2 Accurately and clearly mark floor coverings for cutting<br>3.3 Cut floor coverings to required pattern and shape with minimum waste of materials<br>3.4 Apply adhesives in accordance with manufacturer instructions<br>3.5 Seal seams using cold welding techniques and equipment suited to the material<br>3.6 Check completed installation for flaws in installation and materials, and identify and rectify faults |
| 4. Complete housekeeping | 4.1 Store and recycle unused materials in accordance with workplace procedures<br>4.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>4.3 Clean work area and dispose of rubbish safely<br>4.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

Supersedes and is equivalent to MSFFL2021 Install lay flat vinyl floor coverings.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL2038 Install lay flat vinyl floor coverings

## Modification History

Release 1. Supersedes and is equivalent to MSFFL2021 Install lay flat vinyl floor coverings.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- cut, laid and fixed flat vinyl floor coverings in accordance with job requirements:
  - to a single room with external corners, including pattern match at seams, using freehand, template or scribing method, with seams to be cold-welded
  - to connecting rooms, including pattern match at seams and cross joins using free-hand, template or scribing method, with seams to be cold-welded
  - pattern match repair by double cutting the corresponding pattern, with seams to be cold-welded.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- lay flat vinyl flooring installation:
  - Australian Standards requirements
  - workplace safety system requirements
  - how to access manufacturer instructions
  - environmental protection and sustainability requirements
  - work flow
  - characteristics and requirements of sub-floor preparation
  - types, characteristics, uses and limitations of:
  - lay flat vinyl floor coverings including encapsulated glass fibre and text backing products
  - lay flat vinyl floor covering installation adhesives including water-based acrylic, water-based contact and solvent-based contact
  - cold chemical seam welding techniques
  - types, characteristics, safe use, maintenance and limitations of tools and equipment
  - type, characteristics, uses and limitations of other materials used


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  - techniques for set out, laying and cutting, the types of problems that may occur and how to avoid and respond
  - quality indicators for completed work
- procedures for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - locations requiring lay flat vinyl installations
  - lay flat vinyl flooring
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL2039 Install laminate flooring

## Modification History

Release 1. Supersedes and is not equivalent to MSFFL2023 Install laminate timber and bamboo flooring.

## Application

This unit describes the skills and knowledge required to prepare, cut, lay and fix laminate, flooring of all types.

This unit applies to flooring technicians working in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare materials for installation | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Correctly identify work requirements and process from review of documentation<br>1.3 Confirm subfloor suitability for installation consistent with Australian Standards and manufacturer recommendations |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.4 Select and check tools, equipment and materials prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition<br>1.5 Plan sequence of work, and starting point, to ensure efficiency and quality of installation |
| 2. Set out materials for installation | 2.1 Check flooring for installation against work order and acclimatise in accordance with manufacturer recommendations<br>2.2 Organise and use flooring for fixing in accordance with safety management requirements<br>2.3 Remove or undercut door jambs or cover trims, and store for re-fitting or send for machining in accordance with work requirements<br>2.4 Prepare required adhesives and edge strips for use<br>2.5 Establish working lines and starting point |
| 3. Lay out flooring | 3.1 Follow instructions and sequence for laying and fixing<br>3.2 Lay appropriate underlay in accordance with manufacturer recommendations<br>3.3 Lay flooring to meet directional sequence, pattern match, specification requirements and to minimise waste and joins<br>3.4 Maximise the aesthetics of the materials, including matching grains and colours<br>3.5 Mark flooring materials accurately and clearly for cutting<br>3.6 Cut materials to length and size for final laying ensuring minimum waste. |
| 4. Lay flooring | 4.1 Organise materials for fixing and use in accordance with safety management requirements<br>4.2 Use fixing methods and equipment in accordance with manufacturer instructions<br>4.3 Allow appropriate field and perimeter expansion joints<br>4.4 Fit and/or refit skirting boards or cover trims and finish<br>4.5 Inspect finished job and any rectify imperfections following workplace procedures<br>4.6 Identify and make required preparations for sanding of flooring |
| 5. Complete flooring | 5.1 Store and recycle unused materials in accordance with workplace |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | procedures<br>5.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>5.3 Clean work area and dispose of rubbish safely<br>5.4 Remove and store barriers and signs |

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL2039 Install laminate flooring

## Modification History

Release 1. Supersedes and is not equivalent to MSFFL2023 Install laminate timber and bamboo flooring.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- completed 3 laminate installations in accordance with job requirements, featuring each of the following at least once:
  - a complete room
  - intermediate expansion trims
  - proprietary finishing trims.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- laminate flooring installation:
  - Australian Standards requirements
  - workplace safety system requirements
  - work flow
  - environmental protection and sustainability requirements
  - how to access manufacturer instructions
- types, characteristics, uses and limitations of:
  - laminate flooring
  - installation adhesives
  - underlays
  - types, characteristics, uses and limitations of adhesives used in floating flooring, including:
    - polyvinyl alcohol (PVA)
    - epoxy
    - polyurethane elastomeric
  - characteristics and requirements of sub-floor preparation


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  - types, characteristics, safe use, maintenance and limitations of tools, equipment and materials
  - techniques for set out, laying, cutting and fixing, the types of problems that may occur and how to avoid and respond
  - quality indicators for completed work
- procedures and protocols for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - location for installation
  - laminate flooring
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL2040 Install engineered timber flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL2024 Install engineered timber flooring.

## Application

This unit describes the skills and knowledge required to prepare for work and install, stick by stick, an engineered timber floor within a space over a soft underlay, including preparation, cutting, laying and fixing.

This unit applies to flooring technicians working in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare materials for installation | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Correctly identify work requirements and process from review of documentation<br>1.3 Confirm subfloor suitability for installation consistent with Australian Standards and manufacturer recommendations<br>1.4 Select and check tools, equipment and materials prior to use to |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | ensure that they are appropriate for the work, serviceable and in a safe condition<br>1.5Plan sequence of work to ensure efficiency and quality of application |
| 2. Set out materials for installation | 2.1 Check engineered timber flooring against work order and acclimatise in accordance with manufacturer recommendations<br>2.2 Organise and use engineered timber flooring for fixing in accordance with safety management requirements<br>2.3 Remove or undercut skirting boards or cover trims, as required, and store for re-fitting or send for machining in accordance with work requirements<br>2.4 Prepare required adhesives and accessories for use in accordance with manufacturer instructions |
| 3. Lay out flooring | 3.1 Follow instructions and sequence for laying and fixing<br>3.2 Lay out engineered timber flooring to meet directional sequence, pattern match, specification requirements and to minimise waste and joins<br>3.3 Maximise the aesthetics of the materials, including matching grains and colours<br>3.4 Accurately mark engineered timber flooring materials for cutting<br>3.5 Cut materials to length and size for final laying ensuring minimum waste |
| 4. Lay flooring | 4.1 Use materials in accordance with safety management requirements<br>4.2 Use fixing methods and equipment in accordance with manufacturer recommendations<br>4.3 Allow appropriate field and perimeter expansion joints<br>4.4 Fit and/or re-fit skirting boards or cover trims and finish<br>4.5 Inspect finished job and rectify any imperfections following workplace procedures<br>4.6 Identify and make required preparations for sanding of flooring |
| 5. Complete housekeeping | 5.1 Store and recycle unused materials in accordance with workplace procedures<br>5.2 Check, clean and store tools and equipment in accordance with |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | workplace procedures<br>5.3 Clean work area and dispose of rubbish safely<br>5.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

# Unit Mapping Information

Supersedes and is equivalent to MSFFL2024 Install engineered timber flooring.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL2040 Install engineered timber flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL2024 Install engineered timber flooring.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- installed each of the following types of engineered timber flooring systems in accordance with job requirements:
  - direct stick system
  - floating system
  - nail down system.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- engineered timber flooring installation:
  - Australian Standards requirements
  - workplace safety system requirements
  - work flow
  - environmental protection and sustainability requirements
  - how to access manufacturer instructions
  - types, characteristics, uses and limitations of different products
  - types, characteristics, uses and limitations of adhesives, including:
    - polyvinyl alcohol (PVA)
    - epoxy
    - polyurethane elastomeric
  - characteristics and requirements of subfloor preparation
  - types, characteristics, safe use, maintenance and limitations of tools, equipment and materials
  - techniques for set out, laying, cutting and fixing, the types of problems that may occur and how to avoid and respond
  - quality indicators for completed work


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- procedures and protocols for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - location for installation
  - engineered timber flooring
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL2041 Install impact and sound absorption underlay

## Modification History

Release 1. Supersedes and is equivalent to MSFFL2025 Install impact and sound absorption underlay.

## Application

This unit describes the skills and knowledge required to prepare, set out, cut and lay impact and sound absorption underlay over a new or existing subfloor in preparation for the installation of a laminate or engineered timber floor.

This unit applies to flooring technicians installing underlay in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **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 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Correctly identify work requirements and process from review of documentation<br>1.3 Confirm subfloor suitability for installation consistent with |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | Australian Standards and manufacturer recommendations<br>1.4 Select adhesives, mouldings, trims and fixings based on job requirements<br>1.5 Select and check tools and equipment prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition<br>1.6 Plan sequence of work to ensure efficiency and quality of application |
| 2. Set out materials | 2.1 Check impact and sound absorption underlay against work order and acclimatise in accordance with manufacturer recommendations<br>2.2 Use materials in accordance with safety management requirements<br>2.3 Establish working lines and starting point |
| 3. Cut impact and sound absorption underlay | 3.1 Follow instructions and sequence for laying and fixing<br>3.2 Lay out underlay to meet directional sequence, specification requirements and to minimise waste and joins<br>3.3 Cut underlay to required shape with minimum waste of materials |
| 4. Lay and fix impact and sound absorption underlay | 4.1 Use materials in accordance with safety management requirements<br>4.2 Prepare required adhesives and edge strips/accessories for use<br>4.3 Apply required adhesive to subfloor in accordance with manufacturer instructions<br>4.4 Fix underlay using methods and equipment that follow manufacturer instructions<br>4.5 Check completed installation for flaws in installation and materials and rectify faults in accordance with workplace procedures |
| 5. Complete housekeeping | 5.1 Store and recycle unused materials in accordance with workplace procedures<br>5.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>5.3 Clean work area and dispose of rubbish safely<br>5.4 Accurately complete required workplace documentation |


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# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

# Unit Mapping Information

Supersedes and is equivalent to MSFFL2025 Install impact and sound absorption underlay.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL2041 Install impact and sound absorption underlay

## Modification History

Release 1. Supersedes and is equivalent to MSFFL2025 Install impact and sound absorption underlay.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- completed 3 sound absorption underlay installations to complete rooms in accordance with job requirements – jobs should individually or cumulatively involve:
  - obstructions
  - irregular angles.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area and angles, and estimation of material requirements
- impact and sound absorption underlay installation:
  - Australian Standards requirements
  - workplace safety system requirements
  - work flow
  - environmental protection and sustainability requirements
  - how to access manufacturer instructions
  - types, characteristics, uses and limitations of products, including:
    - single fibre
    - composite fibre
    - bonded foam
    - recycled rubber
  - characteristics and requirements of subfloor preparation
  - types, characteristics, uses and limitations of different adhesives, including:
    - solvent and water-based contact
    - acrylic or polyurethane elastomeric
  - types, characteristics, safe use, maintenance and limitations of tools, equipment and materials


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  - techniques for set out, laying and cutting, the types of problems that may occur and how to avoid and respond
  - quality indicators for completed work
- procedures for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - location for installation
  - impact and sound absorption underlay
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL2042 Nail strip timber flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL2026 Nail strip timber flooring.

## Application

This unit describes the skills and knowledge required to use top-nailing or secret nailing methods when installing tongue and groove strip timber flooring onto plywood underlay and battens over joists, concrete or a subfloor to either raise a floor or correct the level of a floor

Timber flooring includes timber plywood underlay manufactured under a JAS-ANZ accredited product certification scheme meeting the internationally recognised IS0 Type 5 system for product reliability to AS/NZS 2269.0:2012 Plywood - Structural - Specifications

This unit applies to flooring technicians working in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **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 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Correctly identify work requirements and process from review of |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | documentation<br>1.3 Assess subfloor condition for suitability for nailing consistent with Australian Standards and manufacturer recommendations<br>1.4 Select fixings and adhesives based on job requirements<br>1.5 Select and check tools, equipment and materials prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition<br>1.6 Plan sequence of work to ensure efficiency and quality of application |
| 2. Prepare to nail strip timber flooring | 2.1 Follow instructions and sequence for nailing and fixing timber flooring<br>2.2 Establish work lines and starting point<br>2.3 Lay out timber flooring to meet directional sequence, pattern match, specification requirements, minimising waste and joins<br>2.4 Inspect timber flooring material and confirm species, grade, size and quantity against work orders<br>2.5 Moisture check timber using required equipment and confirm suitability of moisture content for site conditions as per pre-site inspection procedures<br>2.6 Maximise the aesthetics of the materials by matching grains and colours where appropriate<br>2.7 Establish safely located work station as power source for nail guns, and run air hoses to worksite in manner that minimises risk |
| 3. Nail strip timber flooring | 3.1 Organise and use nails, staples and adhesives for fixing in accordance with safety management requirements<br>3.2 Use nailing methods and equipment in accordance with manufacturer recommendations and Australian Standards<br>3.3 Position strip timber flooring using cramping procedures<br>3.4 Use required nailing methods based on job requirements<br>3.5 Inspect finished job and rectify any imperfections following workplace procedures. |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 4. Complete housekeeping | 4.1 Store and recycle unused materials in accordance with workplace procedures<br>4.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>4.3 Clean work area and dispose of rubbish safely<br>4.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

# Unit Mapping Information

Supersedes and is equivalent to MSFFL2026 Nail strip timber flooring.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL2042 Nail strip timber flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL2026 Nail strip timber flooring.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- completed 3 solid timber flooring installations to complete rooms in accordance with work requirements, demonstrating the use of:
  - top nail fixing throughout a room
  - secret nail fixing throughout a room.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- nailing of timber flooring:
  - Australian Standards requirements
  - workplace safety system requirements
  - work flow
  - environmental protection and sustainability requirements
  - how to access manufacturer instructions
  - types, characteristics, uses and limitations of:
    - installation adhesive, including elastomeric, polyvinyl alcohol (PVA), polyurethane
    - nails or staples
  - characteristics and requirements of subfloor preparation
  - types, characteristics, safe use, maintenance and limitations of tools, equipment and materials
  - techniques for secret and top nailing, the types of problems that may occur and how to avoid and respond, including basic wood working techniques
  - quality indicators for completed work
- procedures and protocols for the recording, reporting and maintenance of workplace records and information.


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## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - location for installation
  - strip timber flooring requiring nailing
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL2043 Install expansion joints

## Modification History

Release 1. Supersedes and is equivalent to MSFFL2027 Install expansion joints.

## Application

This unit describes the skills and knowledge required to install expansion joints and gaps, calculating how many and how often they are to be installed, and what size and type are necessary for the application at hand.

This unit applies to flooring technicians working in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **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 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Correctly identify work requirements and process from review of documentation<br>1.3 Confirm subfloor suitability for installation consistent with Australian Standards and manufacturer recommendations<br>1.4 Select suitable expansion joints, cover strips, fixings and adhesives |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.5 Select and check tools, equipment and materials prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition<br>1.6 Plan sequence of work to ensure efficiency and quality of installation |
| 2. Set out expansion joints for installation | 2.1 Position expansion joints according to the requirements of the flooring type, manufacturer specifications and Australian Standards<br>2.2 Organise timber or metal mouldings or cork expansion strip for fixing and use in accordance with relevant management requirements<br>2.3 Prepare required adhesives and fixings for use in accordance with manufacturer instructions<br>2.4 Establish working lines and starting point |
| 3. Prepare expansion joints | 3.1 Follow instructions and sequence for cutting and fixing<br>3.2 Lay out timber or metal mouldings to meet directional sequence, pattern match, specification requirements and to minimise waste and joins<br>3.3 Maximise the aesthetics of the materials, where appropriate, matching grains and colours<br>3.4 Accurately and clearly mark timber or metal moulding or cork expansion strip materials for cutting<br>3.5 Cut timber or metal moulding or cork expansion strip to length and size for final fixing ensuring minimum waste |
| 4. Install expansion joints | 4.1 Organise and use timber or metal mouldings or cork expansion strip for fixing in accordance with relevant safety management requirements<br>4.2 Prepare and use required adhesives and mechanical fixings in accordance with manufacturer instructions<br>4.3 Fit timber or metal mouldings or cork expansion strip to perimeter wall expansion gaps, expansion joints in the body of the floor or transition areas<br>4.4 Inspect finished job and rectify any imperfections following workplace procedures |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 5. Complete housekeeping | 5.1 Store and recycle unused materials in accordance with workplace procedures<br>5.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>5.3 Clean work area and dispose of rubbish safely<br>5.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFFL2027 Install expansion joints.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL2043 Install expansion joints

## Modification History

Release 1. Supersedes and is equivalent to MSFFL2027 Install expansion joints.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- assessed the need for, placed and fitted 5 expansion joints in complete rooms, including:
  - intermittent expansion allowance in a solid strip floor
  - cork expansion trim in a solid timber or parquetry floor
  - caulking joint to a solid timber or parquetry floor
  - proprietary trims to a laminate, bamboo or engineered floor
  - expansion joint to a previously completed floor of any type.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- expansion joint installation:
  - Australian Standards requirements
  - workplace safety system requirements
  - work flow
  - environmental and sustainability protection requirements
  - how to access manufacturer instructions
  - how to assess the requirements for expansion joints and the implications of incorrect assessment
  - types, characteristics, uses and limitations of:
    - the placement and fitting of expansion joints for timber and engineered flooring
    - timber or metal mouldings and cork expansion strip when fitting expansion joints to timber and engineered flooring
  - characteristics and requirements of expansion joint preparation
  - types, characteristics, safe use, maintenance and limitations of tools, equipment and materials
  - techniques for set out, laying, cutting and fixing, the types of problems that may occur and how to avoid and respond, including basic wood working techniques


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  - quality indicators for completed work
- procedures and protocols for the recording, reporting and maintenance of workplace records and information.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - flooring installations requiring expansion joints
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.
  -

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL2044 Install mouldings and edge trims to timber flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL2028 Install mouldings and edge trims to timber flooring.

## Application

This unit describes the skills and knowledge required to prepare, set out, cut and fix timber or metal mouldings and trims to timber and engineered flooring after installation, replacement, sanding and finishing.

This unit applies to flooring technicians installing mouldings and edge trims in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **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 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Correctly identify work requirements and process from review of documentation<br>1.3 Confirm floor suitablity for installation consistent with Australian |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | Standards, industry standards and manufacturer recommendations<br>1.4 Select adhesives, mouldings, trims and fixings based on job requirements<br>1.5 Select and check tools, equipment and materials prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition<br>1.6 Plan sequence of work, including the starting point, to ensure efficiency and quality of installation |
| 2. Set out materials for installation | 2.1Acclimatise mouldings and trims in accordance with manufacturer recommendations<br>2.2 Organise mouldings, trims and materials in accordance with safety management requirements<br>2.3 Establish working lines and starting point. |
| 3. Cut mouldings and trims | 3.1 Follow instructions and sequence for cutting and fixing<br>3.2 Lay out mouldings and trims to meet directional sequence, pattern match, specification requirements and to minimise waste and joins<br>3.3 Maximise the aesthetics of the materials, where appropriate, matching grains and colours<br>3.4 Accurately and clearly mark moulding and trim materials for cutting<br>3.5 Cut moulding and trim to length and size for final fixing ensuring minimum waste |
| 4. Fix mouldings/trims | 4.1 Prepare adhesives, mechanical fixings and accessories for use in accordance with manufacturer instructions<br>4.2 Use fixing methods and equipment in accordance with manufacturer recommendations<br>4.3 Fit skirting boards and/or mouldings to perimeter walls allowing for expansion joints<br>4.4 Fit and/or re-fit cover trims and edge strips to expansion joints and transitions of the timber flooring<br>4.5 Inspect finished job and rectify any imperfections in accordance with workplace procedures |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 5. Complete housekeeping | 5.1 Store and recycle unused materials in accordance with workplace procedures<br>5.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>5.3 Clean work area and dispose of rubbish safely<br>5.4 Accurately complete required workplace documentation |

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

## Unit Mapping Information

Supersedes and is equivalent to MSFFL2028 Install mouldings and edge trims to timber flooring.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL2044 Install mouldings and edge trims to timber flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL2028 Install mouldings and edge trims to timber flooring.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- completed 3 installations to complete rooms in accordance with job requirements.
- installed each of the following moulding types at least once:
  - edge and end mouldings
  - metal cover strips
  - scotia
  - skirting boards (scribed)
  - skirting boards (mitred)
  - stair nosing.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- moulding and edge trim fixing:
  - Australian Standards requirements
  - workplace safety system requirements
  - environmental protection and sustainability requirements
  - how to access manufacturer instructions
  - work flow
  - characteristics and requirements of sub-floor preparation
  - types, characteristics, uses and limitations of:
    - timber and metal mouldings and trims
    - adhesives
    - mechanical fixings
  - types, characteristics, safe use, maintenance and limitations of tools and equipment
  - basic wood working techniques


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  - techniques for set out, cutting and fixing, the types of problems that may occur and how to avoid and respond
  - quality indicators for installed mouldings and edge trims
- procedures for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - installation requiring mouldings and edge trims
  - mouldings and edge trims
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL2045 Coarse sand timber flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL2015 Coarse sand timber flooring.

## Application

This unit describes the skills and knowledge required to prepare for work and coarse sand existing floors using a drum or belt driven sanding machine to grade the surface to remove cupping, ridges, high points or deep scratches. This usually involves three passes and the gradual overlapping of each run.

This unit applies to flooring technicians working in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for the work | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Read work documentation and identify job requirements<br>1.3 Inspect timber flooring for contamination, moisture content and suitability for sanding operations, and identify and complete any pre-sanding tasks |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.4 Assess timber flooring condition and confirm the extent of floor preparation required to meet job specifications<br>1.5 Remove mechanical fixings to avoid damage to equipment and surfaces<br>1.6 Select and check tools, equipment and materials for suitability, serviceability and safety prior to use<br>1.7 Plan sequence of work suited to the job |
| 2. Conduct coarse sanding operations | 2.1 Set up and check sanding equipment and safety features in accordance with manufacturer instructions<br>2.2 Select and change equipment to meet requirements of the job<br>2.3 Conduct trial runs and confirm machine operation and quality of finished work<br>2.4 Select, attach and routinely check sanding belts or papers and change to ensure quality finish<br>2.5 Complete sanding systematically and effectively within the required timeframe<br>2.6 Complete routine lubrication and adjustments to the equipment as required for efficient operation<br>2.7 Clean and check final finish against quality and job requirements, and rectify deficiencies |
| 3. Complete housekeeping | 3.1 Store and recycle unused materials in accordance with workplace procedures<br>3.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>3.3 Clean work area and dispose of rubbish safely<br>3.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency


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# Unit Mapping Information

Supersedes and is equivalent to MSFFL2015 Coarse sand timber flooring.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL2045 Coarse sand timber flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL2015 Coarse sand timber flooring.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- coarse sanded 2 complete rooms, including edges, in accordance with job requirements.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area
- coarse sanding operations:
  - Australian Standards requirements
  - workplace safety systems
  - work flow
  - environmental protection and sustainability requirements
  - floor conditions requirements for sanding operations
  - characteristics, safe use, maintenance and limitations of tools and equipment for both edge and centre sanding
  - techniques for machine use, the types of problems that may occur and how to avoid and respond
- procedures and protocols for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - floors requiring sanding
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment


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- work orders
- workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3052 Plan and cost flooring technology work

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3001 Plan and cost flooring technology work.

## Application

This unit describes the skills and knowledge required to obtain job information, plan the scope of work, estimate the net cost of providing products and/or services and calculate the final cost to the customer. It includes the development of customer quotations.

This unit applies to flooring technicians.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

Nil

## Competency Field

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify job requirements | 1.1 Obtain details of customer requirements in a manner suited to the nature of the job<br>1.2 Read and correctly interpret aspects of site plans and supporting documentation that affect flooring installation<br>1.3 Take and record accurate site measurements<br>1.4 Confirm details of other conditions that may impact installation from site assessment reports |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.5 Create a floor plan to scale and record details in accordance with workplace procedures |
| 2. Develop a work plan | 2.1 Identify and analyse technical and material options for completing the work<br>2.2 Accurately quantify details of products and/or services required for the work<br>2.3 Confirm draft outline work proposal with customer and amend as necessary<br>2.4 Finalise and document work plan that clearly specifies the scope of work |
| 3. Estimate costs | 3.1 Estimate required materials types and quantities based on work plan<br>3.2 Calculate types and duration of usage of major tools and equipment required to support the work plan<br>3.3 Estimate labour requirements based on work plan<br>3.4 Identify and estimate other costs that may be incurred based on work plan |
| 4. Determine cost to customer | 4.1 Accurately calculate and document total cost of providing products and/or services based on estimates<br>4.2 Determine and document allowances for overheads and mark-up percentages in accordance with workplace procedures<br>4.3 Accurately calculate and document final cost to customer in accordance with workplace procedures |
| 5. Complete final documentation | 5.1 Check and verify costing details in accordance with workplace procedures<br>5.2 Identify and resolve costing errors or anomalies<br>5.3 Prepare accurate customer quotation in accordance with workplace formats<br>5.4 File or store costing and quotation documentation for future reference in accordance with workplace procedures |


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# Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:

- technology skills to draw floor plans to scale and to use calculators and computers for costings and quotation preparation.

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFFL3001 Plan and cost flooring technology work

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3052 Plan and cost flooring technology work

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3001 Plan and cost flooring technology work.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- planned, costed and documented 3 flooring installation jobs that have different requirements in terms of:
  - scope and nature of products and/or services
  - labour costs
  - material costs
  - major equipment usage
  - site conditions
- created scale floor plans in both manual and digital formats
- used the following processes correctly in estimating and costing the 3 jobs:
  - estimation
  - measurement
  - the four basic mathematical operations – addition, subtraction, multiplication and division
  - calculation of percentage mark-ups
  - calculation of Goods and Services Tax (GST).
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- implications of Australian Standards on planning and costing of work for the relevant flooring materials
- mathematical procedures for estimation and measurement, including calculation of area and estimation of material and labour requirements
- site conditions and how they may impact planning and costing of work:
  - access requirements
  - building project status
  - heating/cooling requirements


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    - humidity
    - lighting
    - power supply
    - security arrangements
    - temperature
    - ventilation
- how to draw a floor plan to scale
- products and/or services for which costings are being prepared, including:
    - sources of information
    - features, options and suitability for different customer requirements including requirements for preparation, installation and finishing
    - legal and ethical considerations
    - costs involved in providing products/services:
        - materials, tools and major equipment for preparation, installation and finishing
        - labour rates and their components (normal and overtime estimates, both direct and indirect costs covering employees and contractors)
        - production time and cost
        - transport and delivery
        - overhead components
- project management principles and their application to planning of flooring installations
- components of a work plan that inform job costing, including:
    - covering and/or installation type
    - finishing
    - floor preparation
    - personnel and timings by labour type
    - transportation methods and costs
    - work area isolation and/or protection
    - work permits, as applicable
    - work timings and program
- industry sector and enterprise costing and quoting procedures:
    - mark-up percentages
    - application of GST
    - documentation formats and inclusions for quotations and contracts
    - terms and conditions included in quotations
    - checking and approval processes
    - procedures to address variations.
    -


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# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - details of customer requirements
  - sites requiring installation of flooring materials
  - measuring equipment
  - site assessment information
  - manual drawing materials
  - digital drawing software
  - information technology hardware
  - workplace procedures and costing schedules for planning and costing of work.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3053 Establish and maintain a safe flooring technology work environment

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3002 Establish and maintain a safe flooring technology work environment.

## Application

This unit describes the skills and knowledge required to conduct a systematic risk assessment of the work and work area to establish and maintain a safe work environment throughout the conduct of flooring technology operations.

This unit applies to all flooring technicians.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

Nil

## Competency Field

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify and interpret operational and environmental information | 1.1 Read and interpret instructions and/or plans and identify processes for completion of work tasks<br>1.2 Identify and analyse the safety implications of required tools and equipment and their operating characteristics<br>1.3 Identify and analyse the safety implications of proposed flooring materials |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Identify hazards | 2.1 Identify and analyse work area conditions and potential hazards<br>2.2 Access and analyse safety systems information and eliminate situations covered adequately by existing procedures<br>2.3 Recognise and accurately document the type and scope of unresolved hazards and their likely impact |
| 3. Assess risk | 3.1 Consider and determine likelihood of the event happening<br>3.2 Evaluate and determine consequence if the event should occur<br>3.3 Consider and determine risk level based on identified likelihood and consequence |
| 4. Identify and decide on risk treatment | 4.1 Identify and assess treatments which may eliminate or minimise the risk<br>4.2 Subject feasible options to detailed analysis in the context of job parameters and constraints<br>4.3 Select most appropriate treatment based on analysis |
| 5. Implement the risk treatment | 5.1 Prepare a detailed plan for the course of risk treatment that includes actions, responsibilities and resource requirements<br>5.2 Organise resources in accordance with workplace procedures<br>5.3 Implement the risk treatment in accordance with the detailed plan, applying safety information and procedures throughout operation<br>5.4 Communicate information on the risk treatment and implementation to the relevant people |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFFL3002 Establish and maintain a safe flooring technology work environment.


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# Links

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# Assessment Requirements for MSFFL3053 Establish and maintain a safe flooring technology work environment

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3002 Establish and maintain a safe flooring technology work environment.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- established and responded to the0 safety requirements and risks associated with 1 flooring installation.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- state or territory work health and safety legislation, regulations, standards and codes of practice relevant to risk management in a flooring technology work environment
- organisational and site standards, requirements, policies and procedures for flooring technology risk management
- types of tools, equipment and materials used in flooring installations and the safety impacts of their use
- common flooring technology related hazards, including:
  - dust inhalation
  - environmental hazards
  - falls
  - flying debris
  - fume inhalation
  - lack of control during pouring
  - machine safety
  - power sources and leads
  - trips
  - vibration (direct and indirect consequences)
- common treatments and how they are used:
  - debris protection, such as machine guards, skirts, distance and access controls
  - dust and fumes extraction systems
  - isolation through testing, distance, barriers, entry limits and signage


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  - personal protective equipment
  - pour protection through area sealing and plugs
  - power source protection, such as earth leakage and coded leads
- procedures for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - location to be assessed for safety risk
  - work orders
  - workplace procedures.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3054 Assess flooring installation sites

## Modification History

Release 1. Supersedes and is not equivalent to MSFFL2004 Moisture test timber and concrete floors, and, MSFFL3003 Inspect sub-floors.

## Application

This unit describes the skills and knowledge required to assess and formally report on the condition of both timber and concrete subfloors and factors in the environment that may impact flooring installation.

This unit applies to all flooring technicians responsible for pre-installation inspections.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Competency Field

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **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 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Identify type of proposed floor covering and other work requirements from customer enquiry or workplace documentation |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.3 Determine floor surface requirements for the proposed coverings from manufacturer or workplace information<br>1.4 Obtain and prepare tools, equipment and required materials for the work |
| 2. Assess the installation environment | 2.1 Identify aspects of the internal and external environment that may affect installation<br>2.2 Investigate the potential interactions between the environment and the proposed flooring<br>2.3 Select appropriate equipment to conduct inspections and tests |
| 3. Assess flooring | 3.1 Identify the type of floor construction materials and the building floor structure and substructure based on visual inspection<br>3.2 Run and check datum lines and confirm accurate dimensions<br>3.3 Complete required tests in accordance with the approved process and Australian Standards |
| 4. Report findings | 4.1 Accurately document relevant findings in accordance with current standards and workplace practice<br>4.2 Send copies of the inspection report to appropriate personnel and suitably file in accordance with workplace procedures |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3054 Assess flooring installation sites

## Modification History

Release 1. Supersedes and is not equivalent to MSFFL2004 Moisture test timber and concrete floors, and, MSFFL3003 Inspect sub-floors.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- completed a full internal and external site assessment and documented assessment findings for:
  - 1 timber subfloor
  - 1 concrete subfloor.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area
- pre-installation inspections:
  - workplace safety system requirements
  - work flow
  - types, characteristics, safe use, maintenance and limitations of tools and equipment
  - characteristics and requirements of subfloor preparation for different flooring types
  - type, characteristics and defects of timber and concrete subfloor structures, including the role of moisture and how it impacts installation
  - how to conduct the following moisture tests on both timber and concrete subfloors in accordance with Australian Standards:
    - visual inspection for signs of moisture
    - electrical resistance moisture test on timber flooring, floor joists, bearers and stumps
    - hygrometer moisture test on concrete flooring
    - capacitance moisture test on concrete flooring
  - how to conduct a flatness and falls assessment
  - inspection items required for timber flooring:
    - datum line running and checking – relating to floor fall, dips, irregularities and finished floor height in relation to other floor coverings and door clearances
    - protruding nails


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    - loose metal and other objects
    - cracked, loose, rotting or damaged boards
    - insect attack
    - cross-flow ventilation
  - inspection items required for concrete flooring:
    - datum line running and checking
    - protruding obstacles
    - cracks or damage (identifying static versus dynamic)
    - damage to expansion joints
    - concrete surface for weakness
    - the presence of concrete sealers and/or surface treatments
    - existing floor coatings
    - oil, fats, grease, and/or detergent contamination
    - transitions to other flooring systems
    - drainage requirements including falls to drains
    - ramps
- aspects of the internal and external environment that need to be inspected in addition to the subfloor
- formats and required inclusions for inspection reports, including:
  - the type of the inspection completed
  - testing methods used
  - inspection findings
  - suggested remedies to any faults identified
  - recommendations for floor coverings or finishing.
  -

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - floors and environments for assessment
  - assessment tools, equipment and materials
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3055 Respond to complaints about flooring installations

## Modification History

Release 1. Supersedes and is not equivalent to MSFFL3032 Inspect defective timber flooring.

## Application

This unit describes the skills and knowledge required to prepare for, carry out and report on inspections of flooring where there are issues related to defective materials or workmanship. It includes the development of proposals for remediation of faults.

This unit applies to flooring technicians who have a full suite of installation skills and knowledge in one or more areas of flooring technology, and who are only responding to complaints installations undertaken by themselves or their business.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

## Competency Field

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Determine work requirements | 1.1 Identify the nature of the flooring problem from work documentation or through consultation with the customer<br>1.2 Clarify and agree to the purpose, scope, formality and reporting requirements for the inspection<br>1.3 Consult with customer and document and agree to the need for, and |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | liability associated with, the outcome of invasive inspection techniques<br>1.4 Select and check tools, equipment and materials required for the inspection for suitability, serviceability and safety prior to use<br>1.5 Plan sequence of work to ensure efficiency and quality of outcome |
| 2. Conduct the inspection | 2.1 Identify and follow work health and safety legislative and organisational requirements<br>2.2 Complete initial visual and other non-invasive inspections to identify and isolate further inspection needs<br>2.3 Make areas which have been invasively inspected safe |
| 3. Report on the inspection | 3.1 Accurately document the report, clearly identifying the scope of the inspection, findings and suggested options for addressing the faults or findings<br>3.2 Present report to the customer and provide required technical clarifications<br>3.3 Organise follow up action based on report outcomes and recommendations. |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3055 Respond to complaints about flooring installations

## Modification History

Release 1. Supersedes and is not equivalent to MSFFL3032 Inspect defective timber flooring.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- conducted 2 inspections that individually or cumulatively include:
  - a report and scope of works to remediate an issue, or make alterations to a previously completed floor
  - a report that identifies a client issue and uses technical information and appropriate industry and manufacture guidelines to justify not remediating the identified client issue/s.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- key aspects of state or territory legislation, regulations, standards and codes of practice, including individual technician rights and obligations relating to:
  - workplace health and safety
  - consumer law
  - invasive inspection techniques and effects commonly experienced
- organisational customer communication standards and protocols
- organisational and site standards, requirements, policies and procedures for the inspection of floors and associated reporting
- industry and manufacturer guidelines and how they are applied in situations of defective materials or workmanship
- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- scope, format and inclusions for flooring reports, and how these may vary
- different types of faults and repair / restoration options:
  - subfloor
  - materials
  - structural
  - finishing.


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# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - defective floors for inspection
  - work orders
  - workplace procedures
- modelling of industry operating conditions.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3056 Polish concrete floors

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3047 Polish concrete floors using planetary machines

## Application

This unit describes the skills and knowledge required to select, prepare and use floor surfacing machines and their attachments for wet or dry polishing of concrete floors. It applies to concrete cleaning and polishing operations in commercial and residential environments.

This unit applies to flooring technicians working in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

## Competency Field

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Select concrete polishing equipment | 1.1 Read work documentation and identify polishing requirements and processes<br>1.2 Select planetary concrete grinding and/or polishing equipment and attachments consistent with the needs of the job<br>1.3 Check equipment for serviceability and safety, correct any faults, |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | or process for repair in accordance with workplace procedures<br>1.4 Plan starting point and sequence of work to ensure efficiency and quality of work |
| 2. Clean and prepare subfloor | 2.1 Identify and follow work health and safety, legislative and organisational requirements<br>2.2 Remove fittings, fixtures, loose debris, dirt and other items from the subfloor using suitable methods and products<br>2.3 Inspect subfloor and determine the need for removal of existing adhesive, paint or other contaminants<br>2.4 Safely measure and mix cleaning chemicals in required ratios in accordance with product recommendations<br>2.5 Select planetary polishing machine, appropriate machine rotation speed, direction and diamond tools for removal of contaminants<br>2.6 Follow machine operating procedures to remove contaminants in accordance with client specifications |
| 3. Polish the floor | 3.1 Follow machine operating procedures using techniques to establish a passing pattern and polish the main area to meet job specifications<br>3.2 Overlap outer zones and stagger passes to achieve desired finish<br>3.3 Monitor machine operation constantly to ensure motor/s are running within manufacturer’s safe operational limits and no electrical faults are evident<br>3.4 Polish perimeter of the designated area using edge and corner polishing equipment and appropriate attachments<br>3.5 Identify excessive wear of polishing tools and exchanges or take required remedial action during the polishing process<br>3.6 Buff surface with correct and effective use of buffing pads<br>3.7 Clean floor area, inspect against quality requirements and rectify deficiencies |
| 4. Clean up work area and tools | 4.1 Check tools and equipment, and clean and store in accordance with workplace procedures<br>4.2 Clean work area and dispose of rubbish of safely<br>4.3 Accurately complete required workplace documentation |


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# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFFL3047 Polish concrete floors using planetary machines

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3056 Polish concrete floors

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3047 Polish concrete floors using planetary machines

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- polished 2 concrete subfloors in complete rooms
- used all of the following concrete polishing equipment:
  - single headed
  - double headed
  - planetary action
  - hand grinding and edging machines.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area and use of ratios
- concrete polishing:
  - Australian Standards requirements
  - workplace safety system, including personal protective equipment
  - work flow
  - environmental protection and sustainability requirements
  - floor preparation and cleaning methods
  - fittings and fixture that need to be removed prior to polishing
  - types, characteristics, safe use, and limitations of concrete polishing equipment, including:
    - single headed, double headed and planetary action grinders and/or polishers
  - dust and/or vacuum systems
  - diamond abrasives, including half set, full set, different tool bond types
  - factors that affect the diamond wear
  - maintenance requirements for planetary machines
  - types, characteristics, uses and limitations of hand grinding and edging tools


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    - techniques for polishing concrete, the types of problems that may occur and how to avoid and respond
    - quality indicators for finished concrete floors
- procedures and protocols for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - concrete floors for polishing
    - equipment, tools and materials to perform tasks in the Performance Evidence
    - work orders
    - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3057 Select and fit diamond tools for concrete surface preparation and polishing

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3048 Select and fit diamond tools for concrete surface preparation and polishing.

## Application

This unit describes the skills and knowledge required to select and fit appropriate diamond grinding and polishing tools for use in concrete floor preparation and finishing machines. It applies to concrete cleaning and polishing operations in commercial and residential environments and involves application of skills and knowledge at a sub-trade worker level.

This unit applies to flooring technicians working in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

## Competency Field

Flooring technology

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify the required concrete surface | 1.1 Examine concrete surface to be prepared and polished to evaluate the level, any undulations and surface condition |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| application | 1.2 Establish types of grinding and polishing techniques required based on floor inspection of the job<br>1.3 Determine the need for wet or dry application and any additional abrasives required<br>1.4 Evaluate floor moisture test results and use results to determine the floor grinding and polishing steps for the job |
| 2. Select diamond grinding tools | 2.1 Identify required diamond tools and bond type for surface preparation<br>2.2 Determine grit size for grinding based on job requirements<br>2.3 Match segments of diamond tool and bond type to the job requirements and machine to be used for grinding<br>2.4 Fit diamond tools to the planetary machine for surface preparation operations ensuring tool rotation is correct for the machine set-up |
| 3. Select floor diamond polishing tools | 3.1 Identify required diamond tools and bond type for surface polishing<br>3.2 Determine grit size for the polishing job<br>3.3 Match segments of diamond tool and bond type to the job requirements and machine to be used for polishing<br>3.4 Fit diamond tools to the planetary machine for surface polishing operations ensuring tool rotation is correct for the machine set up |
| 4. Clean up work area and tools | 4.1 Examine all diamond tools and identify those which are able to be re-used and which are to be discarded<br>4.2 Clean and store tools and equipment in accordance with workplace procedures<br>4.3 Record items to be discarded in workplace documentation and make disposal in accordance with manufacturer recommendations<br>4.4 Clear work area and safely remove waste |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

Supersedes and is equivalent to MSFFL3048 Select and fit diamond tools for concrete surface preparation and polishing.

# Links

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# Assessment Requirements for MSFFL3057 Select and fit diamond tools for concrete surface preparation and polishing

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3048 Select and fit diamond tools for concrete surface preparation and polishing.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- selected and fit appropriate diamond grinding and polishing tools to be used in planetary action concrete finishing equipment to meet the requirements of 2 different jobs.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- concrete surface preparation and polishing:
  - Australian Standards requirements
  - environmental protection and sustainability requirements
  - equipment types:
    - full set of single or twin segments (for when a flat floor finish is required)
    - half set of single or twin segments (for when flat floor finish is not required)
  - different diamond tool applications:
    - floor flattening and removing undulation (hard, medium and soft concrete)
    - removal of surface contaminants:
      - carpet glue
      - vinyl adhesive
      - epoxy paint
    - smoothing exposed aggregate
    - grinding exposed aggregate
    - concrete surface polishing (hard, medium and soft)
    - gloss levels (high, medium and low gloss)
    - hardness of material being ground (aggregate and sand abrasiveness)
    - the grinding and/or polishing pressure
  - bond types:
    - metal
    - resin


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    - ceramic
    - hybrid
- factors that influence wear:
    - hardness of the bond
    - diamond grit size
    - number of segments
    - presence of water
    - use of additional abrasives such as sand, silicone or carbide
    - quality of diamond tool being used
    - machine speed
    - operator experience
    - grit size
    - too small so surface contaminants, such as glue smears
    - too coarse leaving scratching and excessive diamond wear
    - bond
    - too soft, leaving machine marks and excessive diamond wear
    - too hard, resulting in glazed surface
    - not using hardest bond first
    - incorrect choice of segments could result in an uneven floor, excessive diamond consumption and overloading the planetary machine, scratches remaining in finished floor
- procedures and protocols for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - concrete surface floors for polishing
    - equipment, tools and materials to complete tasks in the Performance Evidence
    - work orders
    - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3058 Provide advice to customers on floor coverings

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3050 Provide advice to customers on floor coverings.

## Application

This unit describes the skills and knowledge required to develop product knowledge and provide advice to customers on a range of floor coverings, including carpet and other textile, resilient, timber and laminate products.

This unit applies to any individual providing advice on floor coverings.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

## Competency Field

Flooring technology

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Develop and maintain knowledge of flooring products and services | 1.1 Research current information on floor covering products and services from authoritative sources<br>1.2 Identify characteristics of floor covering products and services using available product and service documentation<br>1.3 Document and maintain information on floor covering products and services in a format consistent with organisational requirements<br>1.4 Use knowledge to improve quality within personal work areas |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Identify customer needs | 2.1 Question customers in detail and use active listening to determine product and/or service requirements<br>2.2 Offer accurate technical and/or specialist advice to the customer to support sales activity and customer understanding and decision making<br>2.3 Establish customer's financial limitations and expectations for flooring product purchase<br>2.4 Discuss and confirm customer needs based on information gathered |
| 3. Recommend flooring products and services | 3.1 Make recommendations consistent with organisational requirements and customer needs<br>3.2 Promote advantages of product and organisation based on knowledge of produce features and services offered<br>3.3 Verify evidence in support of recommendations and present in a suitable format<br>3.4 Estimate impact of activities from verifiable customer feedback sources |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFFL3050 Provide advice to customers on floor coverings.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3058 Provide advice to customers on floor coverings

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3050 Provide advice to customers on floor coverings.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- responded to 4 different customer enquiries that individually or cumulatively require provision of information on all of the following floor coverings:
  - carpet and other textile products
  - laminate
  - resilient
  - timber
- provided accurate information for each of the above enquiries that includes:
  - product characteristics and origins
  - competitive features
  - how the product matches the customer needs
  - installation techniques and requirements
  - maintenance requirements
  - cost.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- legal and ethical considerations when providing advice on floor coverings, including individual responsibility under Australian consumer law
- workplace safety systems related to floor coverings and their installation
- sources and types of reliable information about different floor covering materials
- types, characteristics, uses and limitations of different floor covering materials, including installation, finishing and maintenance considerations for:
  - timber and laminate floor coverings products and services
  - resilient floor coverings products and services
  - carpet and other textile floor coverings products and services
- product and service information, including:


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  - availability
  - competitive features
  - distribution process
  - origins
  - price and organisational pricing policies
- organisational customer service and sales protocols and procedures for:
  - interactions with customers
  - documentation requirements.
  -

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - product information
  - customer enquiries
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3059 Install carpet tiles

## Modification History

Release 1. Supersedes and is not equivalent to MSFFL2019 Install carpet tiles using standard installation procedures, and, MSFFL3005 Install carpet tiles using custom designs.

## Application

This unit describes the skills and knowledge required to prepare, set out, cut, lay and fix carpet tiles in single and multiple connecting rooms in both residential and commercial sites using both single and multi-directional installation methods. It includes the installation of tiles with specific design features such as patterns, motifs and logos.

This unit applies to flooring technicians installing carpet tiles in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring Technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for installation | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Read documentation and identify work requirements and process<br>1.3 Confirm sub-floor suitability for installation consistent with |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | Australian Standards and manufacturer recommendations<br>1.4 Select suitable adhesives, trims and accessories<br>1.5 Select and check tools and equipment for suitability, serviceability and safety prior to use<br>1.6 Plan sequence of work, including the starting point, to ensure efficiency and quality of installation |
| 2. Set out materials | 2.1 Check carpet tiles to be installed against work order and acclimatise in accordance with manufacturer recommendations<br>2.2 Set out carpet tiles are in accordance with design requirements<br>2.3 Organise and use materials for fixing in accordance with manufacturer and safety management requirements<br>2.4 Establish working lines and starting point |
| 3. Lay carpet tiles | 3.1 Follow instructions for application of adhesive system and sequence for laying<br>3.2 Lay out materials to meet specification requirements and to minimise waste<br>3.3 Match and contrast material grains and patterns as appropriate<br>3.4 Clearly and accurately mark tiles for cutting<br>3.5 Cut and lay tiles to required shape with minimum waste of materials<br>3.6 Place and fix trims and accessories in accordance with job requirements<br>3.7 Check for flaws in materials and completed installation and rectify faults |
| 4. Complete housekeeping | 4.1 Store and recycle unused materials in accordance with workplace procedures<br>4.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>4.3 Clean work area and dispose of rubbish safely<br>4.4 Accurately complete required workplace documentation |


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# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3059 Install carpet tiles

## Modification History

Release 1. Supersedes and is not equivalent to MSFFL2019 Install carpet tiles using standard installation procedures, and, MSFFL3005 Install carpet tiles using custom designs.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- performed at least 3 installations including at least 2 full spread that cover all of the following at least once, in any combination:
  - all of the following adhesive installation systems:
    - pressure sensitive adhesive
    - low adhesive
  - all of the following design features:
    - hallway with multiple connecting rooms
    - site link-up around a central core
    - custom design requirement
    - multi-directional patterns or borders.
    -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- carpet tile installation:
  - Australian Standards requirements
  - workplace safety system requirements
  - how to access manufacturer instructions
  - environmental protection and sustainability requirements
  - work flow
  - types, characteristics, uses and limitations of different carpet tiles, including:
    - backed or un-backed
    - fixed or un-fixed
    - wool
    - synthetic or combination of fibres
    - pile


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    - needle-punch
    - tufted
    - fusion bonded and woven
    - modular and square to one metre
    - tile of various shapes and sizes, square tile, rectangular tile and other tile shapes (hexagonal, diamond)
  - characteristics and requirements of sub-floor preparation
  - type, characteristics uses and limitations of different adhesives, including:
    - pressure sensitive and wet acrylics
    - water and solvent-based contacts
    - double sided tape
  - types, characteristics, safe use, maintenance and limitations of tools, equipment and materials
  - techniques for set out, laying, cutting and fixing, the types of problems that may occur and how to avoid and respond
  - quality indicators for completed work
- procedures for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - locations requiring carpet tiles
  - carpet tiles and adhesive systems
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3060 Install adhesive fixed carpet

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3006 Install adhesive fixed carpet floor coverings.

## Application

This unit describes the skills and knowledge required to prepare, cut, lay, fix, join and finish, direct stick and dual-bonded carpet installations.

This unit applies to flooring technicians installing carpet in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for installation | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Consult floor inspection report to confirm suitability of floor for carpet installation<br>1.3 Read documentation and identify work requirements and process<br>1.4 Confirm sub-floor suitability for installation consistent with |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | Australian Standards and manufacturer recommendations<br>1.5 Select and check tools, equipment and materials for suitability, serviceability and safety prior to use<br>1.6 Select and prepare suitable finishing, joining and fixing materials based on job requirements<br>1.7 Plan sequence of work, including the starting point, to ensure efficiency and quality of installation |
| 2. Set out materials | 2.1 Check carpet to be installed against order and acclimatise in accordance with manufacturer recommendations<br>2.2 Check underlay and carpet to be installed against work instructions and appropriate standards<br>2.3 Apply appropriate primers to the subfloor |
| 3. Lay carpet flooring | 3.1 Identify and follow instructions and sequence for laying and fixing<br>3.2 Check underlay is cut and installed to specification<br>3.3 Lay out carpet pieces and check for size, direction of pile and pattern<br>3.4 Trim carpet to shape, and cut and seal joins in accordance with manufacturer instructions and Australian Standards<br>3.5 Apply adhesives in accordance with manufacturer instructions<br>3.6 Lay carpet in accordance with manufacturer instructions and Australian Standards<br>3.7 Fix cover and finishing strips suited to the type of sub-floor<br>3.8 Install any required protective coverings as specified<br>3.9 Inspect finished work for compliance with work order, workplace and Australian Standards |
| 4. Complete housekeeping | 4.1 Store and recycle unused materials in accordance with workplace procedures<br>4.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>4.3 Clean work area and dispose of rubbish safely<br>4.4 Accurately complete required workplace documentation |


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## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Supersedes and is equivalent to MSFFL3006 Install adhesive fixed carpet floor coverings

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3060 Install adhesive fixed carpet

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3006 Install adhesive fixed carpet floor coverings.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- completed the following installations in accordance with job requirements:
  - 1 direct stick carpet installation using tufted or woven carpet to connecting rooms, including at least 1 cross join and 1 seam join
  - 1 dual-bond carpet installation using tufted or woven carpet on adhesive fixed underlay to connecting rooms, including at least 1 cross join and 1 seam join using heat bond tape.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- adhesive fixed carpet installation:
  - Australian Standards requirements
  - workplace safety system requirements, including ventilation needs
  - how to access manufacturer instructions
  - environmental protection and sustainability requirements
  - work flow
  - types, characteristics, uses and limitations of different products:
    - tufted carpet
    - fusion-bonded carpet
    - woven carpet
    - needle punched carpet
    - PVC-backed carpet
    - fibrous and bonded foam underlays
  - types, characteristics uses and limitations of installation adhesives:
    - plasticised and rubber resin acrylic


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    - water and solvent-based adhesives
    - solvent-based contact adhesive
  - characteristics and requirements of sub-floor preparation
  - types, characteristics, safe use, maintenance and limitations of tools, equipment and materials
  - techniques for set out, laying and cutting, the types of problems that may occur and how to avoid and respond
  - quality indicators for completed work
- procedures for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - locations requiring carpet
  - carpet
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3061 Install commercial carpet

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3007 Install commercial carpet floor coverings.

## Application

This unit describes the skills and knowledge required to install commercial grade carpet to multiple connecting rooms, large commercial areas and multi-storey buildings. It includes preparation, cutting, laying out, joining, power stretching and finishing of carpet floor coverings.

This unit applies to flooring technicians installing carpet in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for installation | 1.1 Identify and follow work health and safety legislative and organisational requirements<br>1.2 Read documentation and identify work requirements and process<br>1.3 Confirm sub-floor suitability for installation consistent with |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | Australian Standards and manufacturer recommendations<br>1.4 Select and check tools, equipment and materials for suitability, serviceability and safety prior to use<br>1.5 Plan sequence of work, including the starting point, to ensure efficiency and quality of installation |
| 2. Set out materials | 2.1 Check carpet to be installed against work order and acclimatise in accordance with manufacturer recommendations<br>2.2 Select finishing, joining and fixing materials in accordance with specification or work order<br>2.3 Inspect underlay, gripper strips and metal mouldings to confirm correct fitting<br>2.4 Clear work area of scraps or other contaminants<br>2.6 Establish working lines and starting point |
| 3. Lay carpet | 3.1 Follow instructions and sequence for laying and fixing<br>3.2 Lay out carpet pieces and check for size and direction of pile<br>3.3 Use stretching equipment, joining and fixing methods in accordance with manufacturer instructions and Australian Standards<br>3.4 Fix cover and finishing strips appropriate for the type of sub-floor<br>3.5 Install protective coverings as specified<br>3.6 Inspect finished work is for compliance with work order, workplace and Australian Standards |
| 4. Complete housekeeping | 4.1 Store and recycle unused materials in accordance with workplace procedures<br>4.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>4.3 Clean work area and dispose of rubbish safely<br>4.4 Accurately complete required workplace documentation |


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# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFFL3007 Install commercial carpet floor coverings.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3061 Install commercial carpet

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3007 Install commercial carpet floor coverings.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- performed at least 3 commercial carpet installations using the carpet gripper system that cover all of the following at least once, in any combination:
  - all of the following types of carpet:
    - commercial woven
    - commercial tufted
  - all of the following designs:
    - area containing at least 3 rooms connected by a common corridor
    - an area containing at least 10 lineal metres of carpet by a minimum of 7 lineal metres in length
    - an area of a minimum of 10 lineal metres by 7 lineal metres containing a lift lobby or similar obstacle
  - 3 of each of the following techniques:
    - seam joins
    - cross joins.
    -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
  - commercial carpet installation:
    - Australian Standards requirements
    - workplace safety system requirements
    - how to access manufacturer instructions
    - environmental protection and sustainability requirements
    - work flow
    - characteristics and requirements for underlays


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    - types, characteristics, uses and limitations of commercial carpets
    - types, characteristics, safe use, maintenance and limitations of tools, equipment and materials
    - techniques for installation in commercial spaces, the types of problems that may occur and how to avoid and respond
    - quality indicators for completed work
- procedures for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - locations requiring commercial carpet
    - commercial carpet
    - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
    - work orders
    - workplace procedures.
    -

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3062 Install patterned and custom designed carpet

## Modification History

Release 1. Supersedes and is not equivalent to MSFFL3008 Install patterned carpet floor coverings, and, MSFFL3009 Install custom design carpet and decorative finishes.

## Application

This unit describes the skills and knowledge required to set out, lay, stretch, join and finish woven and tufted carpets containing geometric, decorative and other custom designed patterns using adhesive-bonded and carpet gripper systems.

This unit applies to flooring technicians installing carpet in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring Technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for installation | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Read documentation and identify work requirements and process<br>1.3 Confirm sub-floor suitability for installation consistent with Australian Standards and manufacturer recommendations<br>1.4 Select and check tools, equipment and materials for suitability, |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | serviceability and safety prior to use<br>1.5 Plan sequence of work, including the starting point, to ensure efficiency and quality of installation |
| 2. Set out materials | 2.1 Check carpet to be installed against work order and acclimatise in accordance with manufacturer recommendations<br>2.2 Select type of perimeter finishing, joining materials, gripper strip, metal mouldings and cover strips following specification or work order<br>2.3 Inspect underlay, gripper strips and metal mouldings to confirm correct fitting<br>2.4 Clear work area of scraps or other contaminants<br>2.5 Establish work lines and starting point |
| 3. Lay floor coverings | 3.1 Identify and follow instructions and sequence for laying and fixing<br>3.2 Lay out carpet pieces and check for size and direction of pile<br>3.3 Use stretching equipment, joining and fixing methods in accordance with manufacturer instructions and Australian Standards<br>3.4 Fix cover and finishing strips suited to the type of sub-floor<br>3.5 Install protective coverings as specified<br>3.6 Check finished work complies with work order, workplace and Australian Standards |
| 4. Complete housekeeping | 4.1 Store and recycle unused materials in accordance with workplace procedures<br>4.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>4.3 Clean work area and dispose of rubbish safely<br>4.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3062 Install patterned and custom designed carpet

## Modification History

Release 1. Supersedes and is not equivalent to MSFFL3008 Install patterned carpet floor coverings, and, MSFFL3009 Install custom design carpet and decorative finishes.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- performed at least 3 installations that cover all of the following at least once, in any combination:
- all of the following types of carpet:
  - woven patterned
  - tufted patterned
- all of the following designs:
  - pattern matching at seams and cross joints
  - custom design concepts including custom border
  - a motif
- all of the following installation systems:
  - dual-bond
  - adhesive bonded
  - gripper strip.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- patterned and custom design carpet installation:
  - Australian Standards requirements
  - workplace safety system requirements
  - how to access manufacturer instructions
  - environmental protection and sustainability requirements
  - work flow
  - characteristics and requirements of sub-floor preparation
  - types, characteristics, safe use, maintenance and limitations of tools, equipment and materials


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  - techniques for set out, laying, stretching, joining and fixing, the types of problems that may occur and how to avoid and respond
  - quality indicators for completed work
- procedures for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - locations requiring patterned and custom designed carpet
  - patterned and custom designed carpet
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3063 Install synthetic textile floor coverings to sports facilities and outdoor spaces

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3010 Install synthetic textile floor coverings to sports facilities.

## Application

This unit describes the skills and knowledge required to install synthetic synthetic turf and needle- punch floor coverings to indoor and outdoor sporting facilities and outdoor spaces, including the preparation, cutting, laying out, joining, fixing and finishing of the synthetic textile floor covering material.

This unit applies to flooring technicians installing coverings in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for installation | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Read documentation and identify work requirements and process |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.3 Select and check tools, equipment and materials for suitability, serviceability and safety prior to use<br>1.4 Confirm sub-floor suitability for installation consistent with Australian Standards and manufacturer recommendations<br>1.5 Select suitable adhesives, trims and accessories in accordance with work requirements<br>1.6 Plan sequence of work, including the starting point, to ensure efficiency and quality of installation |
| 2. Set out materials | 2.1 Check synthetic floor covering material to be installed against work order and acclimatise in accordance with manufacturer recommendations<br>2.2 Cut and lay required shock padding / underlays for synthetic turf floor coverings to specification<br>2.3 Establish working lines and starting point<br>2.4 Prepare adhesives and edge strips for use in accordance with job requirements |
| 3. Lay floor covering | 3.1 Identify and follow instructions and sequence for laying and fixing<br>3.2 Organise and use materials for fixing in accordance with safety management requirements<br>3.3 Lay out synthetic floor coverings to meet pattern and specification requirements and to minimise waste and joins<br>3.4 Accurately and clearly mark synthetic floor coverings for cutting<br>3.5 Cut synthetic floor coverings to length and cut joins in preparation for final laying<br>3.6 Join synthetic floor coverings using adhesive and seam tape to in accordance with manufacturer instructions<br>3.7 Complete required line marking in accordance with specification<br>3.8 Fit and finish cover trims to required standards<br>3.9 Check completed installation for flaws in installation and rectify materials and faults |
| 4. Complete housekeeping | 4.1 Store and recycle unused materials in accordance with workplace procedures<br>4.2 Check, clean and store tools and equipment in accordance with workplace procedures |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 4.3 Clean work area and dispose of rubbish safely<br>4.4 Accurately complete required workplace documentation |

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Supersedes and is equivalent to MSFFL3010 Install synthetic textile floor coverings to sports facilities.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3063 Install synthetic textile floor coverings to sports facilities and outdoor spaces

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3010 Install synthetic textile floor coverings to sports facilities.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- installed the following in accordance with job requirements:
  - 1 synthetic turf grass to an outdoor installation, or recreational or sports area
  - 1 synthetic needle- punch to an indoor installation or recreational or sports area.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- synthetic floor covering installation in sport and outdoor spaces:
  - Australian Standards requirements
  - workplace safety system requirements
  - how to access manufacturer instructions
  - environmental protection and sustainability requirements
  - work flow
  - types of installation locations
  - characteristics and requirements of sub-floor preparation
  - types, characteristics, uses and limitations of:
    - synthetic textile and other floor coverings used in indoor and outdoor spaces and sporting facilities:
      - needle punch carpet
      - PVC-backed carpet
      - rubber-backed carpet
      - synthetic turf:
      - unfilled
      - sand filled
      - rubber filled
    - installation adhesives and their uses:


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        - plasticised and rubber resin acrylic
        - solvent-based outdoor / grass adhesive
        - two-part polyurethane
        - water, solvent-based and solvent-free adhesives
      - underlay and/or shock pads:
        - bonded foam
        - latex foam
        - rubber
        - styrene-butadiene rubber (SBR)
      - other materials, including finishing trims, angles and joining tapes
    - types, characteristics, safe use, maintenance and limitations of tools and equipment used during installation
    - quality indicators for completed work
- procedures for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - locations requiring synthetic floor covering installation
  - synthetic floor covering
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3064 Install carpet to custom design stairs

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3011 Install carpet floor coverings to custom design stairs.

## Application

This unit describes the skills and knowledge required to prepare, set out, cut, join and fix plain and patterned carpet to angular, curved, rounded and wrap-rounded stairs, including patterns, metal moulding and decorative finishes using adhesive-bonded and carpet gripper systems.

This unit applies to flooring technicians installing carpet in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for installation | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Read documentation and identify work requirements and process<br>1.3 Confirm subfloor suitability for installation consistent with Australian Standards and manufacturer recommendations |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.4 Select and check tools, equipment and materials for suitability, serviceability and safety prior to use<br>1.5 Plan sequence of work, including the starting point, to ensure efficiency and quality of installation |
| 2. Set out materials | 2.1 Check carpet to be installed against work order and acclimatise in accordance with manufacturer recommendations<br>2.2 Measure stairway or step and accurately calculate the required amount of floor covering and underlay based on type of step<br>2.3 Select suitable adhesives, gripper strips and edge strips<br>2.4 Establish work lines and starting point<br>2.5 Cut and install required gripper strips in accordance with Australian Standards<br>2.6 Check required underlay against specified type and fit as specified in Australian Standards |
| 3. Lay carpet to stairs | 3.1 Identify and follow instructions and sequence for laying and fixing<br>3.2 Lay out carpet floor coverings to meet allowances for type of stair requirements and to minimise waste<br>3.3 Accurately measure and clearly mark carpet floor coverings for cutting<br>3.4 Cut carpet floor coverings to required shape with minimum waste of materials and lay in accordance with specifications<br>3.5 Use instructions, sequence, fixing methods and equipment in accordance with Australian Standards<br>3.7 Check finished stairway against specification and identify and rectify any faults |
| 4. Complete housekeeping | 4.1 Store and recycle unused materials in accordance with workplace procedures<br>4.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>4.3 Clean work area and dispose of rubbish safely<br>4.4 Accurately complete required workplace documentation |


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# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFFL3011 Install carpet floor coverings to custom design stairs.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3064 Install carpet to custom design stairs

## Modification History

Supersedes and is equivalent to MSFFL3011 Install carpet floor coverings to custom design stairs.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- installed at least 1 patterned tufted carpet or 1 patterned woven carpet to concrete or timber staircases in accordance with job requirements with a minimum step combination as follows:
  - bullnose step – single step
  - boxed step – single step
  - circular or kite winder – minimum of three step combination
  - open newell– minimum of three step combination
  - open tread– minimum of three step combination.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- stairway custom design carpet installation:
  - Australian Standards requirements
  - workplace safety system requirements
  - environmental protection and sustainability requirements
  - how to access manufacturer instructions
  - work flow
  - types of stairways and characteristics that impact carpet installation
  - characteristics of timber and concrete subfloors and their impact on installation
  - types, characteristics, safe use, maintenance and limitations of tools, equipment and materials
  - techniques for set out, cutting, laying, joining and fixing, the types of problems that may occur with stairs and how to avoid and respond, including for:
    - open newell
    - bullnose steps


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    - circular
    - recessed steps
    - open tread
  - quality indicators for completed work
- procedures for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - custom design stairs
  - carpet
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3065 Install resilient tiles

## Modification History

Release 1. Supersedes and is not equivalent to MSFFL2022 Install resilient tiles using standard installation procedures, and, MSFFL3015 Install resilient tiles using custom designs and decorative finishes.

## Application

This unit describes the skills and knowledge required to prepare, set out, cut, lay and fix resilient tiles in single and multiple connecting rooms in both residential and commercial sites using both single and multi-directional installation methods. It includes the installation of tiles with specific design features such as patterns, motifs and logos.

This unit applies to flooring technicians installing resilient tiles in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for installation | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Read documentation and identify work requirements<br>1.3 Confirm subfloor suitability for installation consistent with |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | Australian Standards and manufacturer recommendations.<br>1.4 Select adhesives, trims and accessories based on job requirements<br>1.5 Select and check tools, equipment and materials for suitability, serviceability and safety prior to use<br>1.6 Plan sequence of work, including the starting point, to ensure efficiency and quality of installation<br>1.7 Check resilient tiles to be installed against order and acclimatise in accordance with manufacturer recommendations |
| 2. Set out materials | 2.1 Identify and follow instructions and sequence for laying and fixing<br>2.2 Organise materials for fixing and use in accordance with safety management requirements<br>2.3 Set out patterns, motifs, logos and custom design requirements to specification<br>2.4 Establish working lines and starting point |
| 3. Lay resilient tiles | 3.1 Lay out materials to meet specification requirements and minimise waste<br>3.2 Match or contrast material grains and patterns as appropriate<br>3.3Accurately and clearly mark resilient tiles for cutting<br>3.4 Cut and lay resilient tiles to required shape with minimum waste of materials<br>3.5 Place and fix trims and accessories in accordance with job requirements<br>3.6 Check complete installation for flaws in installation and materials and rectify faults |
| 4. Complete housekeeping | 4.1 Store and recycle unused materials in accordance with workplace procedures<br>4.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>4.3 Clean work area and dispose of rubbish safely<br>4.4 Accurately complete required workplace documentation |


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## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3065 Install resilient tiles

## Modification History

Release 1. Supersedes and is not equivalent to MSFFL2022 Install resilient tiles using standard installation procedures, and, MSFFL3015 Install resilient tiles using custom designs and decorative finishes.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- installed the following resilient tiles where cutting and fixing is required, on either a timber or concrete subfloor in accordance with job requirements:
  - 1 resilient tile and/or plank installation of connecting rooms using multi-directional patterns
  - 1 resilient tile and/or plank installation that includes a 45 degree set out with borders
  - 1 resilient tile and/or plank installation that includes a custom design or feature strips.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area, angles and estimation of material requirements
- resilient tile installation:
  - Australian Standards requirements
  - workplace safety system requirements
  - environmental protection and sustainability requirements
  - how to access manufacturer instructions
  - work flow
  - characteristics and requirements of subfloor preparation
  - types, characteristics, uses and limitations of different resilient tiles, including:
    - homogenous and heterogeneous
    - linoleum
    - planks
    - rigid
    - rubber
    - semi-rigid
  - types, characteristics, uses and limitations of different adhesives, including:


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    - double sided tape
    - pressure sensitive and wet acrylics
    - water and solvent-based contacts
    - two-part epoxy
    - polyurethane contact adhesive
  - types, characteristics, safe use, maintenance and limitations of tools, equipment and materials
  - techniques for set out, laying, cutting and fixing, the types of problems that may occur and how to avoid and respond:
    - 45 degrees set out
    - borders
    - feature strips
    - herringbone
  - quality indicators for completed work
- procedures for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - locations requiring resilient tile installation
  - resilient tiles
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3066 Install linoleum floor coverings

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3012 Install linoleum floor coverings.

## Application

This unit describes the skills and knowledge required to set out, cut and lay linoleum floor coverings in domestic and commercial installations using templating and scribing methods.

This unit applies to flooring technicians installing linoleum in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for installation | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Read documentation and identify work requirements<br>1.3 Confirm subfloor suitability for installation consistent with Australian Standards and manufacturer recommendations<br>1.4 Select adhesives, trims and accessories based on job requirements<br>1.5 Select and check tools, equipment and materials for suitability, |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | serviceability and safety prior to use<br>1.6 Plan sequence of work, including the starting point, to ensure efficiency and quality of installation<br>1.7 Check linoleum to be installed against work order and acclimatise in accordance with manufacturer recommendations |
| 2. Set out materials | 2.1 Identify and follow instructions and sequence for laying and fixing<br>2.2 Organise linoleum floor coverings for fixing and use in accordance with safety management requirements<br>2.3 Establish working lines and starting point<br>2.4 Cut required soft underlay to specification<br>2.5 Set out, cut and fit required pre-form fillet in accordance with specification |
| 3. Cut materials | 3.1 Lay out linoleum floor coverings to meet directional sequence, pattern match, specification requirements, minimising waste and joins<br>3.2 Accurately and clearly mark linoleum floor coverings for cutting<br>3.3 Cut linoleum floor coverings to required pattern and shape with minimum waste of materials |
| 4. Lay linoleum | 4.1 Organise and use materials for welding and fixing in accordance with safety management requirements<br>4.2 Use welding and fixing methods and equipment following manufacturer instructions<br>4.3 Set out and install resilient skirting, reducer and edge strips in accordance with job requirements<br>4.4 Check complete installation for flaws in installation and materials and rectify faults |
| 5. Complete housekeeping | 5.1 Store or recycle unused materials in accordance with workplace procedures<br>5.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>5.3 Clean work area and dispose of rubbish safely<br>5.4 Accurately complete required workplace documentation |


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## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Supersedes and is equivalent to MSFFL3012 Install linoleum floor coverings.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3066 Install linoleum floor coverings

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3012 Install linoleum floor coverings.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- installed the following linoleum floor coverings in accordance with job requirements:
  - pattern scribe, cut, lay and heat-welded linoleum sheet floor coverings using 32mm fillet cove in one sheet to a small area (WC, laundry including heat-welded joins
  - scribe to skirting boards, cut, flat lay and heat-welded linoleum sheet floor coverings in multiple runs
  - pattern scribe or scribe, cut, flat lay and butt join seam linoleum sheet floor coverings to one room.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- linoleum floor covering installation:
  - Australian Standards requirements
  - workplace safety system requirements
  - environmental protection and sustainability requirements
  - how to access manufacturer instructions
  - work flow
  - types, characteristics, uses and limitations of linoleum floor coverings and installation adhesives
  - characteristics and requirements of sub-floor preparation
  - types, characteristics, safe use, maintenance and limitations of tools, equipment and materials
  - techniques for set out, layout, cutting and installation, the types of problems that may occur and how to avoid and respond, including specific linoleum heat welding techniques


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- procedures for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - locations requiring linoleum flooring installations
  - linoleum flooring
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3067 Complete large scale and complex vinyl flooring installations

## Modification History

Release 1. Supersedes and is not equivalent to MSFFL3013 Install commercial vinyl floor coverings, and, MSFFL3021 Cut and install resilient floor coverings.

## Application

This unit describes the skills and knowledge required to prepare, cut, weld, layout and fix resilient floor covering to large and potentially complex areas such as stairs, stringers and steps.

This unit applies to flooring technicians installing resilient flooring in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for installation | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Confirm subfloor suitability for installation consistent with Australian Standards and manufacturer recommendations |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.3 Measure areas and calculate the required amount of floor covering<br>1.4 Check required underlay or underlayment against specified type and fitting or application requirements<br>1.5 Select adhesives, trims and accessories based on job requirements<br>1.6 Select and check tools, equipment and materials for suitability, serviceability and safety prior to use<br>1.7 Plan sequence of work, including the starting point, to ensure efficiency and quality of installation<br>1.8 Check resilient floor coverings against work order and acclimatise in accordance with manufacturer recommendations |
| 2. Set out materials | 2.1 Organise and use resilient floor coverings for fixing in accordance with safety management requirements<br>2.2 Establish working lines and starting point<br>2.3 Cut and fit any required pre-form fillet in accordance with specifications |
| 3. Lay resilient floor coverings | 3.1 Follow instructions and sequence for laying and fixing<br>3.2 Lay out resilient floor coverings to meet directional sequence, pattern match and specifications, minimising waste and joins<br>3.3 Cut patterns and use to accurately and clearly mark resilient floor covering for cutting<br>3.4 Cut resilient floor coverings to required pattern and shape with minimum waste of materials<br>3.5 Select seam and join welding and fixing methods, equipment and materials and use in accordance with safety requirements and manufacturer instructions<br>3.6 Set out and install resilient skirting, reducer and edge strips in accordance with job requirements<br>3.7 Check completed installation for flaws in installation and materials and rectify faults following workplace procedures |
| 4. Complete housekeeping | 4.1 Store and recycle unused materials in accordance with workplace procedures<br>4.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>4.3 Clean work area and dispose of rubbish safely |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 4.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3067 Complete large scale and complex vinyl flooring installations

## Modification History

Release 1. Supersedes and is not equivalent to MSFFL3013 Install commercial vinyl floor coverings, and, MSFFL3021 Cut and install resilient floor coverings.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- performed at least 4 resilient floor installations – 2 using heterogeneous sheet vinyl and 2 using homogeneous sheet vinyl, that cover all of the following at least once, in any combination:
  - all of the following installation types:
    - cove installation
    - flat installation
    - stair installations with a metal stair nosing
  - all of the following characteristics:
    - pencil cove
    - cove fillet
    - border cove
    - internal and external mitred corners
    - more than two widths of vinyl
    - hallway or passage with connecting room
  - all of the following techniques:
    - trimming selvedges
    - bar scribing
    - direct scribing
    - template scribing
    - under scribing
    - pattern matching
    - heat weld joins.
    -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:


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- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- resilient floor covering installation:
  - Australian Standards requirements
  - environmental protection and sustainability requirements
  - workplace safety system requirements
  - how to access manufacturer instructions
  - work flow
  - types and characteristics of large commercial areas
  - types and characteristics of different types of stairs, including:
    - box steps
    - bullnose steps
    - circular
    - kit winder treads
    - open newell
    - open tread
    - recessed steps
  - types and characteristics, uses and limitations of different resilient floor coverings:
    - homogenous and heterogeneous
    - linoleum sheet
    - encapsulated glass fibre
    - rubber sheet
  - characteristics and requirements of subfloor preparation:
    - concrete
    - timber
  - types, characteristics, uses and limitations of different adhesives, including:
    - waterbased acrylic
    - two-part epoxy
    - two-part polyurethane
    - single pack polyurethane
    - water-based and solvent-based contact adhesive
  - types, characteristics, safe use, maintenance and limitations of tools, equipment and materials
  - techniques for set out, laying, cutting, welding and fixing, the types of problems that may occur and how to avoid and respond, including:
    - cold chemical welding
    - heat welding
    - scribing – direct and template
    - seam preparation
  - quality indicators for completed work


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- procedures for the recording, reporting and maintenance of workplace records and information.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - areas to be covered as per Performance Evidence
  - resilient floor coverings
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3068 Install resilient floor coverings using custom designs and decorative finishes

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3014 Install resilient floor coverings using custom designs and decorative finishes.

## Application

This unit describes the skills and knowledge required to prepare, set out lay and fix resilient sheet floor coverings using custom designs, mechanically and hand cut motifs, logos and decorative finishes.

This unit applies to flooring technicians installing resilient flooring in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for installation | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Read documentation and identify work requirements<br>1.3 Confirm subfloor suitability for installation consistent with |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | Australian Standards and manufacturer recommendations<br>1.4 Select adhesives, trims and accessories based on job requirements<br>1.5 Select and check tools, equipment and materials prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition<br>1.6 Plan sequence of work, including the starting point, to ensure efficiency and quality of installation<br>1.7 Check resilient floor coverings against work order and acclimatise in accordance with manufacturer recommendations. |
| 2. Set out materials | 2.1 Identify and follow instructions and sequence for laying and fixing<br>2.2 Organise and use resilient floor coverings for fixing in accordance with safety management requirements<br>2.3 Establish working lines and starting point and accurately mark on the subfloor<br>2.4 Set out and mark motifs, logos or custom designs on the subfloor in accordance with design |
| 3. Lay resilient floor covering | 3.1 Lay out resilient floor coverings to meet directional sequence, pattern match and specification requirements, minimising waste and joins<br>3.2 Accurately and clearly mark resilient flooring materials for cutting<br>3.3 Cut resilient floor coverings to required shape ensuring minimum waste<br>3.4 Organise materials for fixing and use in accordance with relevant safety management requirements<br>3.5 Prepare adhesives and edge strips and/or accessories for use in accordance with manufacturer instructions<br>3.6 Use welding, fixing methods and equipment in accordance with manufacturer instructions<br>3.7 Inspect finished job and rectify any imperfections following workplace procedures |
| 4. Complete housekeeping | 4.1 Store and recycle unused materials in accordance with workplace procedures<br>4.2 Check, clean and store tools and equipment in accordance with workplace procedures |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 4.3 Clean work area and dispose of rubbish safely<br>4.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFFL3014 Install resilient floor coverings using custom designs and decorative finishes.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3068 Install resilient floor coverings using custom designs and decorative finishes

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3014 Install resilient floor coverings using custom designs and decorative finishes.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- cut and laid resilient floor coverings using custom designs and decorative finishes in accordance with job requirements:
  - 1 inlayed custom designed pattern including a circle design and heat welded.
  - 1 feature border coved installation with heat welded external and internal mitres
  - 1 feature welding design of a different colour to the existing floor colour.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- resilient floor covering custom design installation:
  - Australian Standards requirements
  - workplace safety system requirements
  - environmental protection and sustainability requirements
  - how to access manufacturer instructions
  - work flow
  - types, characteristics, uses and limitations of different resilient floor coverings:
    - homogenous and heterogeneous
    - linoleum sheet
    - encapsulated glass fibre
    - inlaid
  - characteristics and requirements of subfloor preparation
  - types, characteristics, uses and limitations of different adhesives, including:
    - plasticised and rubber resign acrylic
    - two-part epoxy
    - water-based and solvent-based contact adhesives


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    - types, characteristics, safe use, maintenance and limitations of tools, equipment and materials
    - techniques for set out, laying, cutting, welding and fixing, the types of problems that may occur and how to avoid and respond
    - quality indicators for completed work
- procedures for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - locations requiring installation of resilient sheet flooring
    - resilient sheet flooring
    - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
    - work orders
    - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3069 Install rubber floor coverings

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3016 Install rubber floor coverings.

## Application

This unit describes the skills and knowledge required to set out, cut, lay and fix rubber sheet and tile floor coverings.

This unit applies to flooring technicians installing rubber floor coverings in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for installation | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Read documentation and identify work requirements<br>1.3 Confirm subfloor suitability for installation consistent with Australian Standards and manufacturer recommendations<br>1.4 Select adhesives, trims and accessories based on job requirements<br>1.5 Select and check tools, equipment and materials for suitability, |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | serviceability and safety prior to use<br>1.6 Plan sequence of work, including the starting point, to ensure efficiency and quality of installation<br>1.7 Check rubber floor covering against order and acclimatise in accordance with manufacturer recommendations |
| 2. Set out materials | 2.1 Identify and follow instructions and sequence for laying and fixing<br>2.2 Organise and use rubber floor coverings for fixing in accordance with safety management requirements<br>2.3 Establish working lines and starting point. |
| 3. Lay resilient floor covering | 3.1 Lay out rubber floor coverings to meet directional sequence, pattern match, specification requirements, minimising waste and joins<br>3.2 Accurately and clearly mark rubber flooring materials for cutting<br>3.3 Cut rubber floor covering materials to required shape ensuring minimum waste<br>3.4 Prepare adhesives and edge strips and/or accessories for use as required<br>3.5 Use fixing methods and equipment in accordance with manufacturer recommendations<br>3.6 Inspect finished job and rectify any imperfections in accordance with workplace procedures |
| 4. Complete housekeeping | 4.1 Store and recycle unused materials in accordance with workplace procedures<br>4.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>4.3 Clean work area and dispose of rubbish safely<br>4.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

Supersedes and is equivalent to MSFFL3016 Install rubber floor coverings.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3069 Install rubber floor coverings

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3016 Install rubber floor coverings.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- installed the following rubber floors in accordance with job requirements:
  - 1 epoxy rubber tile installation to connecting rooms
  - 1 polyurethane rubber sheet installation to connecting rooms.

## Knowledge Evidence

- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- rubber floor covering installation:
  - Australian Standards requirements
  - workplace safety system requirements
  - environmental protection and sustainability requirements
  - how to access manufacturer instructions
  - work flow
  - type, characteristics, uses and limitations of:
    - rubber floor covering including, sheet and tile, smooth and studded
    - installation adhesives including, two-part epoxy, acrylic, contact
    - trims and accessories
  - characteristics and requirements of subfloor preparation
  - types, characteristics, safe use, maintenance and limitations of tools and equipment
  - techniques for set out, laying and cutting, the types of problems that may occur and how to avoid and respond
  - quality indicators for completed work
- procedures for the recording, reporting and maintenance of workplace records and information.
-


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# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - locations requiring rubber flooring installations
  - rubber flooring
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3070 Install resilient sheet to walls

## Modification History

Release 1. Supersedes and is not equivalent to MSFFL2010 Prepare walls for coverings, and, MSFFL3017 Install resilient sheet to walls.

## Application

This unit describes the skills and knowledge required to prepare walls and install resilient sheet to dry and wet walls.

This unit applies to flooring technicians installing resilient sheet to walls in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for installation | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Read documentation and identify work requirements<br>1.3 Confirm subfloor suitability for installation consistent with Australian Standards and manufacturer recommendations<br>1.4 Select adhesives, trims and accessories based on job requirements<br>1.5 Select and check tools, equipment and materials for suitability, |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | serviceability and safety prior to use<br>1.6 Plan sequence of work, including the starting point, to ensure efficiency and quality of installation<br>1.7 Check resilient sheet against work order and acclimatise in accordance with manufacturer recommendations |
| 2. Prepare walls | 2.1 Establish a mixing station in safe and suitable location, and position and prepare materials and equipment<br>2.2 Make trial applications of surface materials to check equipment operation, materials consistency and specified surface finish<br>2.3 Apply surface coating to required depth and coverage in accordance with manufacturer specifications and job requirements<br>2.4 Check internal and external corners for square,<br>2.5 Check wall surfaces for plane, and smooth and clear for further processing |
| 3. Set out coverings | 3.1 Identify and follow instructions and sequence for laying and fixing<br>3.2 Organise resilient sheets for fixing and use in accordance with safety management requirements<br>3.3 Establish working lines and starting point<br>3.4 Cut and fit pre-form fillet in accordance with job requirements<br>3.5 Prepare feathering systems and applications and apply in accordance with the installation plan and manufacturer instructions |
| 4. Install resilient sheet | 4.1 Lay out resilient sheet to meet directional sequence, pattern match, specification requirements and to minimise waste and joins as per installation plan<br>4.2 Maximise the aesthetics of the materials, where appropriate, matching grains, colours and patterns<br>4.3 Cut materials to length and size, allowing for final adjustment, trimming and welding processes<br>4.4 Apply adhesives in accordance with manufacturer instructions<br>4.5 Position, press out and hand-roll resilient sheet in accordance with manufacturer instructions<br>4.6 Heat resilient sheet to form required profiles<br>4.7 Prepare seams and weld in accordance with manufacturer |


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| Elements | Performance Criteria |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | instructions<br>4.8 Trim joins and/or seams and finish in accordance with manufacturer instructions<br>4.9 Check completed installation for flaws in installation and materials and rectify faults following workplace procedures |
| 5. Complete housekeeping | 5.1 Store and recycle unused materials in accordance with workplace procedures<br>5.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>5.3 Clean work area and dispose of rubbish safely<br>5.4 Accurately complete required workplace documentation |

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3070 Install resilient sheet to walls

## Modification History

Release 1. Supersedes and is not equivalent to MSFFL2010 Prepare walls for coverings, and, MSFFL3017 Install resilient sheet to walls.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- completed the following in accordance with job requirements:
  - 1 patch and repair to a wall, including internal and external corners
  - 1 skim coat to walls, including internal and external corners
  - 1 installation of a wet room resilient wall covering using a horizontal installation system with heat-welded joins, including internal and external corners to walls, the covering of window reveals, and sealing to door frames and fittings
  - 1 installation of a wet room resilient wall covering using a vertical installation system with heat-welded joins, including internal and external corners to walls, the covering of window reveals and sealing to door frames and fittings
  - 1 installation of resilient tile and/or planks to walls.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- resilient wall covering installation:
  - Australian Standards requirements
  - workplace safety system requirements
  - environmental protection and sustainability requirements
  - how to access manufacturer instructions
  - work flow
  - types, characteristics, uses and limitations of resilient wall coverings:
    - encapsulated glass fibre
    - homogeneous and heterogeneous
    - linoleum sheet
  - characteristics and techniques for substrate preparation for wall coverings, including for:


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    - concrete
    - cement rendered
    - fibrous cement board
    - medium and high-density fibreboard (MDF/HDF) hard underlay
    - ply sheeting
  - types, characteristics, uses and limitations of:
    - primers, repairing and smoothing cement-based compounds
    - adhesives including acrylic, water and solvent-based
  - types, characteristics, uses and limitations of different profiles
    - internal and external angles
    - bullnoses
    - coves
    - profiling to pipe work
  - types, characteristics, safe use, maintenance and limitations of tools, equipment and materials
  - techniques for set out, laying, cutting fixing and finishing, the types of problems that may occur and how to avoid and respond:
    - abraiding and fusing
    - feathering - fitment of PVC edge fillet diminishing strip and the use of pre-mixed or mixed cementitious compounds
    - sealing
    - trimming
    - welding including heat and cold chemical
  - quality indicators for completed work
- procedures for the recording, reporting and maintenance of workplace records and information.

# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - locations requiring rubber flooring installations
  - rubber flooring
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3071 Install anti-static and conductive resilient floor coverings

## Modification History

Release 1. Supersedes and is not equivalent to MSFFL3019 Install anti-static resilient floor coverings, and, MSFFL3020 Install conductive resilient floor coverings.

## Application

This unit describes the skills and knowledge required to prepare, cut, lay and fix anti-static and conductive resilient floor coverings using specialised techniques in residential or commercial properties.

This unit applies to flooring technicians installing floor coverings in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for installation | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Read documentation and identify work requirements<br>1.3 Confirm subfloor suitability for installation consistent with |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | Australian Standards and manufacturer recommendations<br>1.4 Select adhesives, trims and accessories based on job requirements<br>1.5 Select and check tools, equipment and materials for suitability, serviceability and safety prior to use<br>1.6 Plan sequence of work, including the starting point, to ensure efficiency and quality of installation<br>1.7 Check floor covering against order and acclimatise in accordance with manufacturer recommendations |
| 2. Set out materials | 2.1 Identify and follow instructions and sequence for laying and fixing<br>2.2 Organise floor coverings and use in accordance with safety management requirements<br>2.3 Establish working lines and starting point. |
| 3. Lay and fix resilient flooring | 3.1 Lay out floor coverings to meet directional sequence, pattern match, specification requirements, minimising waste and joins<br>3.2 Accurately and clearly mark flooring materials for cutting<br>3.3 Cut flooring materials to required shape ensuring minimum waste<br>3.4 Prepare adhesives and edge strips and/or accessories for use<br>3.5 Lay floor covering and fix to meet job specifications<br>3.6 Check completed installation for flaws in installation and materials and rectify faults following workplace procedures. |
| 4. Complete housekeeping | 4.1 Store and recycle unused materials in accordance with workplace procedures<br>4.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>4.3 Clean work area and dispose of rubbish safely<br>4.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3071 Install anti-static and conductive resilient floor coverings

## Modification History

Release 1. Supersedes and is not equivalent to MSFFL3019 Install anti-static resilient floor coverings, and, MSFFL3020 Install conductive resilient floor coverings.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- completed the following installations in accordance with job requirements:
  - 1 anti-static resilient floor installation using a conductive acrylic adhesive system
  - 1 installation of a static conductive resilient floor covering with an isolating layer and using conductive adhesive and earthing strip.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- anti-static and conductive resilient floor covering installation:
  - Australian Standards requirements
  - workplace safety system requirements
  - environmental protection and sustainability requirements
  - how to access manufacturer instructions
  - work flow
  - characteristics and requirements of subfloor preparation
- types, characteristics, uses and limitations of:
  - anti-static and resilient flooring with a resistance rating from 108 to 1010 ohms
  - static conductive covering with a resistance reading of 10 4 to 10 8 using a copper grid and isolating layer
- types, characteristics, safe use, maintenance and limitations of tools and equipment
- types, characteristics, uses and limitations of:
  - adhesives including acrylic, conductive acrylic
  - copper earthing strips
  - tapes
  - trims and accessories


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  - techniques for set out, laying, cutting and fixing, the types of problems that may occur and how to avoid and respond
  - quality indicators for completed work
- procedures for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - locations requiring installation of anti-static and conductive resilient floor coverings
  - anti-static and conductive resilient floor coverings
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3072 Mix and apply thin-film rollcoat resin flooring systems

## Modification History

Release 1. New unit.

## Application

This unit describes the skills and knowledge required to prepare and apply thin-film rollcoat resin flooring systems.

This unit applies to flooring technicians working in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **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 Identify and follow work health and safety legislative, and organisational requirements<br>1.2 Correctly interpret work orders and confirm job requirements<br>1.3 Select and check tools and equipment for suitability, serviceability and safety prior to use<br>1.4 Plan application with respect to specified film thickness and/or consumption, cutting in, boundaries, seams, joints and exit points |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Prepare substrate | 2.1 Inspect condition of the mechanically prepared subfloor and confirm suitability for required finish consistent with manufacturer recommendations<br>2.2 Remove dust and debris from the substrate prior to application, and control sources |
| 3. Set out work area | 3.1 Establish mixing area in suitable area and select surface protection measures and apply to areas not being coated<br>3.2 Check coating materials for correct quantities, undamaged packaging and no obvious discrepancies in colour and viscosity<br>3.3 Select suitable masking tape and correctly apply to mark off edges, transitions and other floor boundaries |
| 4. Prepare rollcoat system | 4.1 Correctly fit personal protective equipment (PPE) before coating materials are handled<br>4.2 Accurately measure and mix component quantities in accordance with supplier instructions |
| 5. Apply rollcoat system | 5.1 Apply mixed basecoat in accordance with supplier application notes<br>5.2 Prepare cured basecoat for topcoat application in accordance with supplier application notes<br>5.3 Apply mixed topcoat in accordance with supplier application notes<br>5.4 Check coating applications for quality at each stage and rectify any deficiencies |
| 6. Complete housekeeping | 6.1 Check, clean and store tools and equipment in accordance with workplace procedures<br>6.2 Seal and store unused coating materials in accordance with supplier instructions<br>6.3 Clean work area and dispose of rubbish safely<br>6.4 Accurately complete required workplace and project documentation |


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# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3072 Mix and apply thin-film rollcoat resin flooring systems

## Modification History

Release 1. New unit.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- applied 3 separate thin-film rollcoat resin flooring systems in accordance with job requirements:
  - 1 to an area of at least $10m^2$
  - 1 to an area of more than $10m^2$
  - 1 to an area of more than $50m^2$
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- key aspects of state or territory legislation, regulations, standards and codes of practice, including individual technician rights and obligations relating to:
  - workplace health and safety
  - consumer law
  - environmental protection and sustainable use of materials
  - how to access supplier instructions
- types, characteristics, uses and limitations of thin-film rollcoat flooring systems
- mathematical procedures for estimation and measurement, including calculation of area and use of ratios for mixing
- types, uses and limitations of tools and equipment used in thin-film applications
- characteristics and requirements of suitable substrate preparation, including different methods and products used to profile, repair, prime and clean
- the features and layout of an effective mixing area
- taping techniques to protect surfaces that aren’t to be coated, including walls, edges, transitions and boundaries on the floor.
- personal protective equipment (PPE) and correct usage
- techniques for the following, the types of problems that may occur and how to avoid and respond:
  - measuring out and mixing thin-film rollcoat flooring systems, including pigment, fillers and stir-in additives


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    - applying thin-film rollcoat flooring systems, including cutting in, brushing, spreading with a squeegee and rolling
- characteristics and requirements of suitable preparation between coats
- quality indicators for finished flooring system
- cleaning and storage procedures for PPE, tools, equipment and unused materials
- disposal procedures for waste materials
- requirements and protocols for recording, reporting and maintaining workplace records and information.
-

## Assessment Conditions

The following aspects of the Performance Evidence must have been demonstrated and directly observed by the assessor in the workplace or in a simulated environment that reflects workplace conditions and contingencies:

- application of a thin-film rollcoat resin flooring system to an area of at least 10m2.

Remaining aspects of the Performance Evidence may be demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies but there is no requirement for direct observation by the assessor.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - locations requiring thin-film rollcoat resin flooring
    - work orders
    - tools and equipment to complete tasks in the Performance Evidence, including safety and personal protective equipment
    - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3073 Mix and apply thin-film broadcast resin flooring systems

## Modification History

Release 1. New unit.

## Application

This unit describes the skills and knowledge required to prepare and apply broadcast flooring systems.

This unit applies to flooring technicians working in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for the work | 1.1 Identify and follow work health and safety, legislative, and organisational requirements<br>1.2 Correctly interpret work orders and confirm job requirements<br>1.3 Select and check tools and equipment for suitability, serviceability and safety prior to use<br>1.4 Plan application with respect to specified film thickness and/or consumption, cutting in, boundaries, seams, joints and exit points |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Prepare substrate | 2.1 Inspect condition of the mechanically prepared subfloor and confirm suitability for required finish consistent with manufacturer recommendations<br>2.2 Remove dust and debris from the substrate prior to application, and control sources |
| 3. Set out work area | 3.1 Establish mixing area in suitable area and select surface protection measures and apply to areas not being coated<br>3.2 Check coating materials for correct quantities, undamaged packaging and no obvious discrepancies in colour and viscosity<br>3.3 Select suitable masking tape and correctly apply to mark off edges, transitions and other floor boundaries |
| 4. Prepare broadcast system | 4.1 Correctly fit personal protective equipment (PPE) before handling coating materials<br>4.2 Accurately measure component quantities and mix in accordance with supplier instructions |
| 5. Apply broadcast system | 5.1 Apply mixed basecoat in accordance with supplier application notes<br>5.2 Apply aggregate broadcast in accordance with supplier application notes and finish requirements<br>5.3 Prepare cured basecoat in readiness for topcoat application<br>5.4 Apply mixed topcoat in accordance with supplier application notes<br>5.5 Check coating applications for quality at each stage and rectify any deficiencies |
| 6. Complete housekeeping | 6.1 Check, clean and store tools and equipment in accordance with workplace procedures<br>6.2 Store and seal unused coating materials in accordance with supplier instructions<br>6.3 Clean work area and dispose of rubbish safely<br>6.4 Accurately complete required workplace documentation |


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# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3073 Mix and apply thin-film broadcast resin flooring systems

## Modification History

Release 1. New unit.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- applied the following range of thin-film broadcast flooring systems in accordance with job requirements:
  - 1 flake flooring system to an area of at least $10m^2$
  - 1 flake flooring system to an area of more than $10m^2$
  - 1 non-slip flooring system to an area of more than $10m^2$
  - 1 broadcast flooring system (flake or non-slip) to an area of more than $50m^2$.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- key aspects of state or territory legislation, regulations, standards and codes of practice, including individual technician rights and obligations relating to:
  - workplace health and safety
  - consumer law
  - environmental protection and sustainable use of materials
- how to access supplier application notes
- types, characteristics, uses and limitations of broadcast flooring systems
- mathematical procedures for estimation and measurement, including calculation of area and use of ratios for mixing
- types, uses and limitations of tools and equipment used in broadcast applications
- characteristics and requirements of suitable substrate preparation, including different methods and products used to profile, repair, prime and clean
- the features and layout of an effective mixing area
- taping techniques to protect surfaces that aren’t to be coated, including walls, edges, transitions and boundaries on the floor
- personal protective equipment (PPE) and correct usage
- techniques for the following, the types of problems that may occur and how to avoid and respond:
  - measuring out and mixing broadcast flooring systems, including aggregate, pigment, fillers and stir-in additives


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    - applying thin-film broadcast flooring systems, including broadcasting, cutting in, brushing, spreading with a squeegee and rolling
- characteristics and requirements of suitable preparation between coats
- quality indicators for finished flooring system
- cleaning and storage procedures for PPE, tools, equipment and unused materials
- disposal procedures for waste materials
- requirements and protocols for recording, reporting and maintaining workplace records and information.
-

## Assessment Conditions

The following aspects of the Performance Evidence must have been demonstrated and directly observed by the assessor in the workplace or in a simulated environment that reflects workplace conditions and contingencies:

- application of a flake flooring system to an area of at least 10m2.

Remaining aspects of the Performance Evidence may be demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies but there is no requirement for direct observation by the assessor.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - locations requiring broadcast flooring
    - work orders
    - tools and equipment to complete tasks in the Performance Evidence, including safety and personal protective equipment
    - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3074 Mix and apply self-levelling resin flooring systems

## Modification History

Release 1. New unit.

## Application

This unit describes the skills and knowledge required to prepare and apply self-levelling flooring systems.

This unit applies to flooring technicians working in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for the work | 1.1 Identify and follow work health and safety, legislative, and organisational requirements<br>1.2 Correctly interpret work orders and confirm job requirements<br>1.3 Check tools and equipment prior to use to ensure suitability, condition and safety<br>1.4 Plan application with respect to specified film thickness and/or consumption, cutting in, boundaries, seams, joints and exit points |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Prepare the substrate | 2.1 Inspect condition of the mechanically prepared subfloor and confirm suitability for required finish consistent with manufacturer recommendations<br>2.2 Remove dust and debris from the substrate prior to application, and control sources |
| 3. Set out work area | 3.1 Establish mixing area in suitable area and select surface protection measures and apply to areas not being coated<br>3.2 Check coating materials for correct quantities, undamaged packaging and no obvious discrepancies in colour and viscosity<br>3.3 Select suitable masking tape and correctly apply to mark off edges, transitions and other floor boundaries |
| 4. Prepare self-levelling system | 4.1 Correctly fit personal protective equipment (PPE) before coating materials are handled<br>4.2 Accurately measure component quantities and mix in accordance with supplier instructions. |
| 5. Apply self-levelling system | 5.1 Apply mixed primer in accordance with supplier application notes<br>5.2 Suitably prepare cured primer in accordance with supplier application notes in readiness for self-level application<br>5.3 Apply mixed self-level in accordance with supplier’s application notes<br>5.4 Check coating applications for quality at each stage and rectify any deficiencies |
| 6. Complete housekeeping | 6.1 Check, clean and store tools and in accordance with workplace procedures<br>6.2 Seal and store unused coating materials in accordance with supplier instructions<br>6.3 Clean work area and dispose of rubbish safely<br>6.4 Accurately complete required workplace documentation |


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# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3074 Mix and apply self-levelling resin flooring systems

## Modification History

Release 1. New unit.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- applied 3 separate self-levelling flooring systems in accordance with job requirements:
  - 1 to an area of at least $10m^2$
  - 1 to an area of more than $10m^2$
  - 1 to an area of more than $20m^2$.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- key aspects of state or territory legislation, regulations, standards and codes of practice, including individual technician rights and obligations relating to:
  - workplace health and safety
  - consumer law
  - environmental protection and sustainable use of materials
- how to access supplier application instructions
- types, characteristics, uses and limitations of self-levelling flooring systems
- mathematical procedures for estimation and measurement, including calculation of area and use of ratios for mixing
- types, uses and limitations of tools and equipment used in self-levelling applications
- characteristics and requirements of suitable substrate preparation, including different methods and products used to profile, repair, prime and clean
- the features and layout of an effective mixing area
- taping techniques to protect surfaces that aren’t to be coated, including walls, edges, transitions and boundaries on the floor
- personal protective equipment (PPE) and correct usage
- techniques for the following, the types of problems that may occur and how to avoid and respond:
  - measuring out and mixing thin-film rollcoat flooring systems (primer) and self-levelling flooring systems, including pigment, fillers and stir-in additives
  - applying self-levelling flooring systems, including cutting in, trowelling and spike rolling


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- characteristics and requirements of suitable preparation between coats
- quality indicators for finished flooring system
- cleaning and storage procedures for PPE, tools, equipment and unused materials
- disposal procedures for waste materials
- requirements and protocols for recording, reporting and maintaining workplace records and information.
-

## Assessment Conditions

The following aspects of the Performance Evidence must have been demonstrated and directly observed by the assessor in the workplace or in a simulated environment that reflects workplace conditions and contingencies:

- application of a self-levelling flooring system to an area of at least 10m2.

Remaining aspects of the Performance Evidence may be demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies but there is no requirement for direct observation by the assessor.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - locations requiring self-levelling flooring applications
  - work orders
  - tools and equipment to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3075 Mix and apply trowel-applied resin flooring systems

## Modification History

Release 1. New unit.

## Application

This unit describes the skills and knowledge required to prepare and apply trowel-applied flooring systems.

This unit applies to flooring technicians working in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for the work | 1.1 Identify and follow work health and safety, legislative, and organisational requirements<br>1.2 Correctly interpret work orders and confirm job requirements<br>1.3 Select and check tools and equipment for suitability, serviceability and safety prior to use<br>1.4 Plan application with respect to specified film thickness and/or consumption, cutting in, boundaries, seams, joints and exit points |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Prepare the substrate | 2.1 Inspect condition of the mechanically prepared subfloor and confirm suitability for required finish consistent with supplier recommendations<br>2.2 Remove dust and debris from the substrate prior to application, and control sources |
| 3. Set out work area | 3.1 Establish mixing area in suitable area and select surface protection measures and apply to areas not being coated<br>3.2 Check coating materials for correct quantities, undamaged packaging and no obvious discrepancies in colour and viscosity<br>3.3 Select suitable masking tape and correctly apply to mark off edges, transitions and other floor boundaries |
| 4. Prepare trowel-applied system | 4.1 Correctly fit personal protective equipment (PPE) is before handling coating materials<br>4.2 Accurately measure component quantities and mix in accordance with supplier instructions |
| 5. Apply trowel-applied system | 5.1 Apply mixed primer in accordance with supplier application notes<br>5.2 Suitably prepare cured primer in readiness for trowel-applied application<br>5.3 Apply mixed mortar in accordance with supplier application notes<br>5.4 Check coating applications for quality at each stage and rectify any deficiencies |
| 6. Complete housekeeping | 6.1 Check, clean and store tools and equipment in accordance with workplace procedures<br>6.2 Seal and store unused coating materials in accordance with supplier instructions<br>6.3 Clean work area and dispose of rubbish safely<br>6.4 Accurately complete required workplace documentation |


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# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3075 Mix and apply trowel-applied resin flooring systems

## Modification History

Release 1. New unit.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- applied the following range of trowel-applied flooring systems in accordance with job requirements
  - 1 to an area of at least $10m^2$
  - 1 to screed an area of more than $10m^2$
  - 1 to slurry coat an area of more than $10m^2$
  - 1 to re-grade an area of more than $10m^2$
  - 1 slurry broadcast system.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- key aspects of state or territory legislation, regulations, standards and codes of practice, including individual technician rights and obligations relating to:
  - workplace health and safety
  - consumer law
  - environmental protection and sustainable use of materials
- how to access supplier instructions
- types, characteristics, uses and limitations of trowel-applied flooring systems
- mathematical procedures for estimation and measurement, including calculation of area and use of ratios for mixing
- types, uses and limitations of tools and equipment used in self-levelling applications
- characteristics and requirements of suitable substrate preparation, including different methods and products used to profile, repair, prime and clean
- the features and layout of an effective mixing area
- taping techniques to protect surfaces that aren’t to be coated, including walls, edges, transitions and boundaries on the floor
- personal protective equipment (PPE) and correct usage
- techniques for the following, the types of problems that may occur and how to avoid and respond:


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  - measuring out and mixing trowel-applied flooring systems, including pigment, fillers and stir-in additives
  - applying trowel-applied flooring systems, including screeding, setting floor heights and finishing
  - applying a slurry broadcast system
- characteristics and requirements of suitable preparation between coats
- quality indicators for finished flooring system
- cleaning and storage procedures for PPE, tools, equipment and unused materials
- disposal procedures for waste materials
- requirements and protocols for recording, reporting and maintaining workplace records and information.
-

## Assessment Conditions

The following aspects of the Performance Evidence must have been demonstrated and directly observed by the assessor in the workplace or in a simulated environment that reflects workplace conditions and contingencies:

- application of a trowel-applied resin flooring system to an area of at least 10m2.

Remaining aspects of the Performance Evidence may be demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies but there is no requirement for direct observation by the assessor.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - locations requiring trowel-applied flooring applications
  - work orders
  - tools and equipment to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - workplace procedures.

The assessor must directly observe the mixing and application of the flooring system to a complete area of at least 10m$^2$.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3076 Mix and apply high-build decorative resin flooring systems

## Modification History

Release 1. New unit.

## Application

This unit describes the skills and knowledge required to prepare and apply high-build decorative flooring systems.

This unit applies to flooring technicians working in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for the work | 1.1 Identify and follow work health and safety, legislative, and organisational requirements<br>1.2 Correctly interpret work orders and confirm job requirements<br>1.3 Select and check tools and equipment for suitability, serviceability and safety prior to use<br>1.4 Plan application with respect to specified film thickness and/or consumption, cutting in, boundaries, seams, joints and exit points |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Prepare the substrate | 2.1 Inspect condition of the mechanically prepared subfloor and confirm suitability for required finish consistent with supplier recommendations<br>2.2 Remove dust and debris from the substrate prior to application, and control sources |
| 3. Set out work area | 3.1 Establish mixing area in suitable area and select surface protection measures and apply to areas not being coated<br>3.2 Check coating materials for correct quantities, undamaged packaging and no obvious discrepancies in colour and viscosity<br>3.3 Select suitable masking tape and correctly apply to mark off edges, transitions and other floor boundaries |
| 4. Prepare high-build decorative system | 4.1 Correctly fit personal protective equipment (PPE) before coating materials are handled<br>4.2 Accurately measure component quantities and mix in accordance with supplier instructions. |
| 5. Apply high-build decorative system | 5.1 Apply mixed basecoat in accordance with supplier application notes<br>5.2 Prepare cured basecoat for topcoat application in accordance with supplier application notes<br>5.3 Apply mixed topcoat in accordance with supplier application notes<br>5.4 Check coating applications for quality at each stage and rectify any deficiencies |
| 6. Complete housekeeping | 6.1 Check, clean and store tools and equipment in accordance with workplace procedures<br>6.2 Seal and store unused coating materials in accordance with supplier instructions<br>6.3 Clean work area and dispose of rubbish safely<br>6.4 Accurately complete required workplace and project documentation |


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# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3076 Mix and apply high-build decorative resin flooring systems

## Modification History

Release 1. New unit.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- applied 3 separate high-build decorative resin flooring systems in accordance with job requirements:
  - 1 to an area of at least $10m^2$
  - 1 to an area of more than $10m^2$
  - 1 to an area of more than $20m^2$.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- key aspects of state or territory legislation, regulations, standards and codes of practice, including individual technician rights and obligations relating to:
  - workplace health and safety
  - consumer law
  - environmental protection and sustainable use of materials
- how to access supplier instructions
- types, characteristics, uses and limitations of high-build decorative flooring systems
- mathematical procedures for estimation and measurement, including calculation of area and use of ratios for mixing
- types, uses and limitations of tools and equipment used in high-build decorative applications
- characteristics and requirements of suitable substrate preparation, including different methods and products used to profile, repair, prime and clean
- the features and layout of an effective mixing area
- taping techniques to protect surfaces that aren’t to be coated, including walls, edges, transitions and boundaries on the floor
- personal protective equipment (PPE) and correct usage
- techniques for the following, the types of problems that may occur and how to avoid and respond:


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  - measuring out and mixing high-build flooring systems, including pigment, fillers and stir-in additives
  - applying high-build decorative flooring systems, including cutting in, brushing, spreading with a squeegee, rolling and pigment blending/manipulation
- characteristics and requirements of suitable preparation between coats
- quality indicators for finished flooring system
- cleaning and storage procedures for PPE, tools, equipment and unused materials
- disposal procedures for waste materials
- requirements and protocols for recording, reporting and maintaining workplace records and information.
-

## Assessment Conditions

The following aspects of the Performance Evidence must have been demonstrated and directly observed by the assessor in the workplace or in a simulated environment that reflects workplace conditions and contingencies:

- application of high-build decorative resin flooring system to an area of at least 10m2.

Remaining aspects of the Performance Evidence may be demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies but there is no requirement for direct observation by the assessor.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - locations requiring high-build decorative flooring applications
  - work orders
  - tools and equipment to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - workplace procedures.

The assessor must directly observe the mixing and application of the flooring system to a complete area of at least 10m2.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3077 Prepare subfloors for resin flooring systems

## Modification History

Release 1. New unit.

## Application

This unit describes the skills and knowledge required to prepare and repair subfloors in preparation for the installation of resin flooring systems. It includes patching, floor levelling, in-fills, dynamic cracks, joints, coving and priming to strengthen weak slabs.

This unit applies to flooring technicians working in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for the work | 1.1 Identify and follow work health and safety, legislative, and organisational requirements<br>1.2 Correctly interpret work orders and confirm job requirements<br>1.3 Select and check tools and equipment for suitability, serviceability and safety prior to use<br>1.4 Plan application with respect to order of repairs, material |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | consumption, height of coves boundaries, joints and exit points |
| 2. Prepare subfloors | 2.1 Inspect condition of the substrate and confirm suitability for required repair consistent with supplier recommendations<br>2.2 Select and safely use equipment and machinery for required cutting and removal<br>2.3 Remove dust and debris from the substrate prior to application, and control sources |
| 3. Set out work area | 3.1 Establish mixing area in suitable area and select surface protection measures and apply to areas not being coated<br>3.2 Check materials for correct quantities, undamaged packaging and no obvious discrepancies in colour and viscosity<br>3.3 Select suitable masking tape and correctly apply to mark off edges, transitions and other floor boundaries |
| 4. Prepare subfloor repair system | 4.1 Correctly fit personal protection equipment (PPE) before coating materials are handled<br>4.2 Accurately measure and mix component quantities in accordance with supplier instructions. |
| 5. Apply subfloor repair system | 5.1 Apply mixed priming and repair materials in accordance with supplier application notes<br>5.2 Manipulate, measure and cut materials using appropriate tools and in accordance with project requirements<br>5.3 Check repair applications for quality at each stage and rectify any deficiencies |
| 6. Complete housekeeping | 6.1 Check, clean and store tools and equipment in accordance with workplace procedures<br>6.2 Seal and store unused materials in accordance with supplier instructions<br>6.3 Clean work area and dispose of rubbish safely<br>6.4 Accurately complete required workplace and project documentation |


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# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3077 Prepare subfloors for resin flooring systems

## Modification History

Release 1. New unit.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- completed the following:
  - 2 patch repairs – patch chipped concrete and static crack repairs to feather edge
  - 2 floor levelling repairs – ramp at door transition and falls to drain
  - 2 in-fills – rebuild expansion joint and install a floor waste
  - 2 crack repairs – chase out, overfill, grind back and infill, sawcut and caulk sealant
  - 2 coves – install arrowhead coving system and smooth edge cove
  - 1 primer to strengthen weak or porous substrate.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- key aspects of state or territory legislation, regulations, standards and codes of practice, including individual technician rights and obligations relating to:
  - workplace health and safety
  - consumer law
  - environmental protection and sustainable use of materials
- how to access supplier instructions
- mathematical procedures for estimation and measurement, including calculation of area, volumes and use of ratios for mixing
- types, uses and limitations of tools and equipment used in substrate repair
- characteristics and requirements of suitable subfloor preparation, including different methods and products used to profile, repair, prime and clean
- the features and layout of an effective mixing area
- taping techniques to protect surfaces that aren’t to be coated, including walls, edges, transitions and boundaries on the floor
- personal protective equipment (PPE) and correct usage
- techniques for the following, the types of problems that may occur and how to avoid and respond:


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  - measuring out and mixing substrate repair systems, including pigment, fillers and/or aggregate and stir-in additives
  - applying floor levelers, including brushing, rolling, raking and troweling
  - identifying when and how to apply a suitable resin primer to strengthen up a weak or porous substrate
  - applying in-fills, including brushing, trowelling and finishing
  - applying dynamic crack repair systems, including concrete cutting, trowelling and caulking
  - applying joint repair systems, including concrete cutting, jackhammering, trowelling and caulking
  - applying coving, including brushing, trowelling, coving and finishing
- quality indicators for repaired substrate
- cleaning and storage procedures for PPE, tools, equipment and unused materials
- disposal procedures for waste materials
- requirements and protocols for recording, reporting and maintaining workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - subfloors requiring repairs as outlined in the Performance Evidence
  - work orders
  - tools and equipment to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - workplace procedures.

The assessor must directly observe each type of repair being made on at least one occasion.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3078 Install direct stick timber flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3031 Install direct stick timber flooring.

## Application

This unit describes the skills and knowledge required to set out, cut, lay and fix pre-finished, engineered or solid direct stick timber flooring within a space to a hard underlay base or subfloor.

This unit applies to flooring technicians installing timber flooring in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **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 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Correctly identify work requirements and process from review of documentation<br>1.3 Confirm subfloor suitability for installation consistent with Australian Standards and manufacturer recommendations |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.4 Select underlays adhesives, trims and accessories based on job requirements<br>1.5 Select and check tools, equipment and materials prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition<br>1.6 Plan sequence of work, including the starting point, to ensure efficiency and quality of installation. |
| 2. Set out materials for installation | 2.1 Check flooring against work order and acclimatise in accordance with manufacturer recommendations<br>2.2 Organise pre-finished, engineered or direct stick timber flooring for fixing and use in accordance with relevant safety management requirements<br>2.3 Remove or undercut skirting boards or cover trims, if required, and store for re-fitting or send for machining in accordance with job requirements<br>2.4 Prepare required adhesives and accessories for use in accordance with manufacturer instructions<br>2.5 Establish working lines and starting point |
| 3. Prepare and cut flooring | 3.1 Follow instructions and sequence for laying and fixing<br>3.2 Lay appropriate underlay in accordance with manufacturer recommendations<br>3.3 Lay out flooring to meet directional sequence, pattern match, specification requirements, and minimising waste and joins<br>3.4 Maximise the aesthetics of materials, where appropriate, by matching grains and colours<br>3.5 Accurately and clearly mark flooring for cutting<br>3.6 Cut timber flooring to length and size for final laying ensuring minimum waste. |
| 4. Lay flooring | 4.1 Organise materials for fixing and use in accordance with safety management requirements<br>4.2 Prepare required adhesives and accessories for use<br>4.3 Use fixing methods and equipment in accordance with manufacturer recommendations<br>4.4 Allow appropriate field and perimeter expansion joints |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 4.5 Fit and/or re-fit skirting boards or cover trims and finish in accordance with job requirements<br>4.6 Inspect finished job and rectify any imperfections in accordance with workplace procedures |
| 5. Complete housekeeping | 5.1 Store and recycle unused materials in accordance with workplace procedures<br>5.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>5.3 Clean work area and dispose of rubbish safely<br>5.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

# Unit Mapping Information

Supersedes and is equivalent to MSFFL3031 Install direct stick timber flooring.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3078 Install direct stick timber flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3031 Install direct stick timber flooring.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- completed 3 installations of solid timber product to complete rooms in accordance with job requirements, with at least 1 of each of the following:
  - direct stick to timber
  - direct stick to concrete.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- direct stick timber flooring:
  - Australian Standards requirements
  - workplace safety system requirements
  - work flow
  - environmental protection and sustainability requirements
  - how to access manufacturer instructions
  - types, characteristics, uses and limitations of:
    - direct stick timber flooring
    - installation adhesives, including polyvinyl alcohol (PVA), epoxies, polyurethane elastomeric
  - characteristics and requirements of subfloor preparation
  - types, characteristics, safe use, maintenance and limitations of tools, equipment and materials
  - techniques for set out, laying, cutting and fixing, the types of problems that may occur and how to avoid and respond, including basic wood working techniques
  - quality indicators for completed work
- procedures and protocols for the recording, reporting and maintenance of workplace records and information.


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## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - location requiring direct stick timber installation
  - direct stick timber
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.
  -

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3079 Adapt and apply custom designs to timber flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3029 Adapt and apply custom designs to timber flooring.

## Application

This unit describes the skills and knowledge required prepare and present a range of design solutions to fulfill a design brief, including the interpretation of technical drawings, design schedules, and the adaption of installation systems and materials to provide solutions to environmental issues.

This unit applies to flooring technicians.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Select and adapt the design | 1.1 Determine parameters of client design concept from documentation or interaction with the client<br>1.2 Match client design concept with available custom designs and select the preferred design<br>1.3 Confirm subfloor suitability for installation consistent with Australian Standards and manufacturer recommendations<br>1.4 Adapt design concept to suit the site conditions |
| 2. Select materials | 2.1 Use budget and availability constraints to identify realistic material |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | options<br>2.2 Analyse timber options on the basis of durability, longevity, aesthetics, manufacturer recommendations and client expectations<br>2.3 Select most appropriate material options and incorporate into the job specification |
| 3. Select the installation system and finishing technique | 3.1 Identify and analyse effects of finishing materials on the final appearance of the design<br>3.2 Identify environmental and site conditions that may create limitations or restrictions on the installation systems available<br>3.3 Identify effects of the finishing technique on the final appearance of the design<br>3.4 Select finishing techniques and materials which best complement the design aesthetics and incorporate into the job specification |
| 4. Finalise the job specification | 4.1 Finalise job specifications covering working drawings, material specifications and costs<br>4.2 Obtain client approval for the job specification |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

# Unit Mapping Information

Supersedes and is equivalent to MSFFL3029 Adapt and apply custom designs to timber flooring.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3079 Adapt and apply custom designs to timber flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3029 Adapt and apply custom designs to timber flooring.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- adapted 2 custom designs for timber flooring, including the preparation of detailed job specifications.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- types, characteristics, uses and limitations of commonly used flooring timbers in relation to:
  - colour
  - texture
  - hardness
  - workability
  - compatibility
  - endurance
- types, characteristics, uses, limitations and effects on timber of finishing materials
- availability and costs of flooring timbers
- manual and computer aided drawing techniques.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - product information



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- customer requirements
- drawing materials – manual and/or computer-aided
- workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3080 Install timber flooring materials to stairs

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3030 Cut and install timber flooring materials to stairs.

## Application

This unit describes the skills and knowledge required to prepare, set out, cut and lay timber flooring materials to stairs and steps.

This unit applies to flooring technicians installing timber to stairs in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare materials for installation | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Correctly identify work requirements and process from review of documentation<br>1.3 Confirm subfloor suitability for installation consistent with Australian Standards and manufacturer recommendations |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.4 Measure stairway or steps and accurately calculate the required amount flooring materials<br>1.5 Select adhesives, trims and accessories based on job requirements<br>1.6 Select tools and equipment and check prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition<br>1.7 Plan sequence of work, including a starting point, to ensure efficiency and quality of installation |
| 2. Set out materials for installation | 2.1 Check timber flooring against work order and acclimatise in accordance with manufacturer recommendations<br>2.2 Use materials in accordance with safety management requirements<br>2.3 Establish working lines and starting point |
| 3. Lay out flooring material | 3.1 Follow instructions and sequence for laying and fixing<br>3.2 Lay out materials to meet specifications and minimise waste<br>3.3 Maximise the aesthetics of the materials, including matching grains and colours<br>3.4 Check required underlay against specified type, manufacturer recommendations and fittings<br>3.5 Carry out any remedial work to stairway to ensure finished stairway is consistent with guidelines set out in relevant standards, codes and guidelines |
| 4. Install flooring material | 4.1 Cut flooring materials in accordance with workplace procedures<br>4.2 Install required underlay in accordance with manufacturer recommendations<br>4.3 Use fixing methods and equipment in accordance with manufacturer recommendations and safety management requirements<br>4.4 Install flooring materials to specifications to the subfloor in accordance with workplace procedures<br>4.5 Check finished stairway for flaws in installation and materials and rectify faults |
| 5. Complete housekeeping | 5.1 Store and recycle unused materials in accordance with workplace procedures<br>5.2 Check, clean and store tools and equipment in accordance with workplace procedures |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 5.3 Clean work area and dispose of rubbish safely<br>5.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

# Unit Mapping Information

Supersedes and is equivalent to MSFFL3030 Cut and install timber flooring materials to stairs.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3080 Install timber flooring materials to stairs

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3030 Cut and install timber flooring materials to stairs.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- completed 3 types of timber flooring material installations to stairs, that individually or cumulatively involve:
  - standard stairs
  - kite winders
  - triangular winders
  - installation of a non-slip nosing, tape or non-slip coating.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- timber flooring installations to stairs:
  - Australian Standards requirements
  - workplace safety system requirements
  - work flow
  - environmental protection and sustainability requirements
  - how to access manufacturer instructioins
  - characteristics of timber and monolithic sub-floors
  - techniques for preparing sub-floors
  - techniques and requirements for conducting moisture testing (why only this unit?)
  - types and characteristics of different stair styles, including:
    - open newel
    - bullnose steps
    - circular
    - recessed steps
    - open tread


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    - box steps
    - kite winder treads
    - types, characteristics, uses and limitations of timber flooring materials on stairs, including:
        - parquetry
        - floating floors
        - strip timber floors (non-structural)
  - types, characteristics, safe use, maintenance and limitations of tools, materials and equipment
  - techniques for set out, laying, cutting and fixing, the types of problems that may occur and how to avoid and respond
  - quality indicators for completed work
- procedures for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - stairs requiring installation of timber coverings
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3081 Install block parquetry flooring

## Modification History

Release 1. Supersedes and is not equivalent to MSFFL3033 Install bock parquetry flooring, and, MSFFL3035 Install patterned parquetry flooring.

## Application

This unit describes the skills and knowledge required to prepare, set out, cut and install block parquetry flooring in domestic and commercial sites. It includes patterned parquetry.

This unit applies to flooring technicians working in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **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 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Correctly identify work requirements and process from review of documentation<br>1.3 Confirm subfloor condition as suitable for installation consistent with Australian Standards and manufacturer recommendations |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.4 Select and check tools, equipment and materials prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition<br>1.5 Remove or undercut skirting boards or cover trims if required and store for re-fitting in accordance with work requirements<br>1.6 Plan sequence of work, including the position of each expansion joint, to ensure efficiency and quality of installation |
| 2. Set out block parquetry flooring | 2.1 Inspect timber flooring material and check against work orders, ensuring the species, grade, size and quantity are correct<br>2.2 Moisture check timber using required equipment and confirm suitability of moisture content for site conditions as per pre-site inspection procedures<br>2.3 Organise and use block parquetry flooring for fixing in accordance with safety management requirements<br>2.4 Prepare required adhesives and edge strips in accordance with manufacturer instructions<br>2.5 Accurately measure area to be covered, and establish working lines and starting point |
| 3. Lay out and cut parquetry blocks | 3.1 Follow instructions and sequence for laying and fixing<br>3.2 Lay appropriate underlay in accordance with manufacturer recommendations<br>3.3 Lay out block parquetry flooring to meet directional sequence, pattern match, specification requirements, and to minimise waste and joins<br>3.4 Maximise the aesthetics of the materials, including matching grains and colours<br>3.5 Accurately and clearly mark parquetry blocks for cutting<br>3.6 Cut parquetry blocks, to provide appropriate size and shape ensuring minimum waste |
| 4. Install block parquetry | 4.1 Use required adhesives and edge strips/accessories in accordance with manufacturer instructions<br>4.2 Use fixing methods and equipment following manufacturer recommendations<br>4.3 Install and fix parquetry to produce required pattern |


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| Elements | Performance Criteria |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 4.4 Allow for appropriate field and perimeter expansion joints<br>4.5 Fit and/or re-fit and finish skirting boards or cover trims<br>4.6 Inspect finished job and rectify any imperfections following workplace procedures |
| 5. Complete housekeeping | 5.1 Store and recycle unused materials in accordance with workplace procedures<br>5.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>5.3 Clean work area and dispose of rubbish safely<br>5.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3081 Install block parquetry flooring

## Modification History

Release 1. Supersedes and is not equivalent to MSFFL3033 Install bock parquetry flooring, and, MSFFL3035 Install patterned parquetry flooring.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- installed 2 block parquetry floors to complete rooms in accordance with job requirements, as follows:
  - 1 block floor with a straight or square pattern
  - 1 block floor with herringbone pattern.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- block and patterned parquetry flooring:
  - Australian Standards requirements
  - workplace safety system requirements
  - work flow
  - environmental protection and sustainability requirements
  - how to access manufacturer instructions
  - types, characteristics, uses and limitations of patterned and mosaic parquetry
  - characteristics and requirements of subfloor preparation
  - types, characteristics, safe use, maintenance and limitations of tools, equipment and materials
  - techniques for set out, laying, cutting and installation, the types of problems that may occur and how to avoid and respond, including basic wood working techniques
  - quality indicators for completed work
- procedures and protocols for the recording, reporting and maintenance of workplace records and information.
-


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# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - locations requiring parquetry installations
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3082 Install cork tiles

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3034 Install cork tiles.

## Application

This unit describes the skills and knowledge required to set out, lay, cut and install pre-finished or raw cork tiles, or cork supplied in other forms, over a pre-prepared hard underlay or subfloor.

This unit applies to flooring technicians installing cork in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for installation | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Correctly identify work requirements and process from review of documentation<br>1.3 Confirm subfloor suitability for installation consistent with Australian Standards and manufacturer recommendations |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.4 Select adhesives, trims and accessories based on job requirements<br>1.5 Select and check tools, equipment and materials prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition<br>1.6 Plan sequence of work to correctly identify the starting point and to ensure lay out and fixing is in logical order |
| 2. Set out materials | 2.1 Check cork tiles against work order and acclimatise in accordance with manufacturer recommendation<br>2.2 Organise materials for fixing and use in accordance with safety management requirements<br>2.3 Establish working lines and starting point |
| 3. Lay cork tiles | 3.1 Follow instructions and sequence for laying and fixing<br>3.2 Lay out tiles to meet specification requirements and to minimise waste<br>3.3 Match or contrast tile grains and patterns in accordance with work requirments<br>3.4 Accurately and clearly mark tiles for cutting<br>3.5 Cut and lay tiles to required shape with minimum waste of materials<br>3.6 Check completed installation for flaws and rectify faults |
| 4. Complete housekeeping | 4.1 Store and recycle unused materials in accordance with workplace procedures<br>4.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>4.3 Clean work area and dispose of rubbish safely<br>4.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency


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# Unit Mapping Information

Supersedes and is equivalent to MSFFL3034 Install cork tiles.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3082 Install cork tiles

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3034 Install cork tiles.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- completed 2 cork tile installations in accordance with job requirements:
  - 1 using dry method
  - 1 using wet method.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- cork tile installation:
  - Australian Standards requirements
  - workplace safety system requirements
  - environmental protection and sustainability requirements
  - how to access manufacturer instructions
  - work flow
  - type, characteristics, uses and limitations of:
    - cork tiles
    - cork tile installation adhesives (for wet and dry methods)
    - primers
    - fillers
    - sealers
  - characteristics and requirements of sub-floor preparation
  - types, characteristics, safe use, maintenance and limitations of tools and equipment
  - techniques for set out, laying and cutting, the types of problems that may occur and how to avoid and respond
  - quality indicators for completed work
- procedures for the recording, reporting and maintenance of workplace records and information.
-


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# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - installation location
  - cork tiles
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3083 Install patterned and mosaic parquetry flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3036 Install mosaic parquetry flooring.

## Application

This unit describes the skills and knowledge required to prepare, set out, cut and install mosaic and panel parquetry in domestic and commercial sites.

This unit applies to flooring technicians working in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **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 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Correctly identify work requirements and process from review of documentation<br>1.3 Confirm subfloor suitability for installation consistent with Australian Standards and manufacturer recommendations<br>1.4 Select and check tools, equipment and materials prior to use to |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | ensure that they are appropriate for the work, serviceable and in a safe condition<br>1.5 Remove or undercut skirting boards or cover trims, and store for re-fitting in accordance with work requirements<br>1.6 Plan sequence of work, and starting point, to ensure efficiency and quality of installation |
| 2. Set out mosaic parquetry flooring | 2.1 Inspect timber flooring material and confirm species, grade, size and quantity against work orders<br>2.2 Moisture check timber using required equipment and confirm suitability of moisture content for site conditions as per pre-site inspection procedures<br>2.3 Organise block parquetry flooring for fixing and use in accordance with safety management requirements<br>2.4 Prepare required adhesives and edge strips in accordance with manufacturer instructions<br>2.5 Accurately measure area to be covered and establish working lines and starting point |
| 3. Lay out and cut parquetry mosaic fingers | 3.1 Follow instructions and sequence for laying and fixing<br>3.2 Lay appropriate underlay in accordance with manufacturer recommendations<br>3.3 Lay out block parquetry flooring to meet directional sequence, pattern match, specification requirements, minimising waste and joins<br>3.4 Maximise the aesthetics of the materials, including matching grains and colours<br>3.5 Accurately and clearly mark parquetry fingers or panels for cutting<br>3.6 Cut parquetry fingers or panels to provide appropriate size and shape ensuring minimum waste |
| 4. Install parquetry | 4.1 Use required adhesives and edge strips and/or accessories in accordance with manufacturer instructions<br>4.2 Follow manufacturer recommendations for fixing methods and equipment<br>4.3 Install and fix parquetry to produce required pattern<br>4.4 Allow appropriate field and perimeter expansion joints<br>4.5 Fit and/or re-fit skirting boards or cover trims and finish |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 4.6 Inspect finished job and rectify any imperfections following workplace procedures |
| 5. Complete housekeeping | 5.1 Store and recycle unused materials in accordance with workplace procedures<br>5.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>5.3 Clean work area and dispose of rubbish safely<br>5.4 Accurately complete required workplace documentation |

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

## Unit Mapping Information

Supersedes and is equivalent to MSFFL3036 Install mosaic parquetry flooring.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3083 Install patterned and mosaic parquetry flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3036 Install mosaic parquetry flooring.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- installed 2 parquetry floors to complete rooms in accordance with job requirements:
  - 1 mosaic parquetry floor
  - 1 panel parquetry floor.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- mosaic parquetry flooring:
  - Australian Standards requirements
  - workplace safety system requirements
  - work flow
  - environmental protection and sustainability requirements
  - how to access manufacturer instructions
  - types, characteristics, uses and limitations of mosaic parquetry
  - characteristics and requirements of subfloor preparation
  - types, characteristics, safe use, maintenance and limitations of tools, equipment and materials
  - techniques for set out, laying, cutting and installation, the types of problems that may occur and how to avoid and respond, including basic wood working techniques
  - quality indicators for completed work
- procedures and protocols for the recording, reporting and maintenance of workplace records and information.
-


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# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - locations requiring parquetry installations
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3085 Install battens or plywood in preparation for strip timber

## Modification History

Release 1. Supersedes and is not equivalen to MSFFL3038 Install strip timber flooring onto battens and MSFFL3039 Install strip timber flooring onto plywood.

## Application

This unit describes the skills and knowledge required to prepare for work, lay moisture membrane and cut and fix timber battens or plywood before installing strip timber. Battens or plywood may be over joists or a subfloor. Batten may be used to either raise a floor or correct the level of a floor.

This unit applies to flooring technicians working in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **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 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Correctly identify work requirements and process from review of |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | documentation<br>1.3 Confirm sub-floor suitability for installation consistent with Australian Standards and manufacturer recommendations<br>1.4 Select moisture membrane, fixings, adhesives, trims and accessories based on job requirements<br>1.5 Select and check tools, equipment and materials prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition<br>1.6 Plan sequence of work, including the starting point, to ensure efficiency and quality of installation |
| 2. Lay moisture membrane | 2.1 Follow instructions and sequence for laying and fixing<br>2.2 Remove or undercut skirting boards or cover trims, and store for re-fitting or send for machining in accordance with work requirements<br>2.3 Fix moisture proof membrane in accordance with manufacturer recommendations and Australian Standards. |
| 3. Cut and fix timber battens or plywood in preparation for strip timber | 3.1 Check timber to be installed against work order and acclimatise in accordance with manufacturer recommendations<br>3.2 Measure area to be covered and establish working lines and starting point<br>3.3 Organise timber battens or plywood and fixings and use in accordance with relevant safety management requirements<br>3.4 Accurately and clearly mark timber battens or plywood for cutting<br>3.5 Cut timber battens or plywood to length and size for final laying to provide appropriate size and shape ensuring minimum waste<br>3.6 Fix timber battens or plywood using methods and equipment that follows manufacturer recommendations<br>3.7 Adjust battens for levels based on job requirements |
| 4. Complete housekeeping | 4.1 Store and recycle unused materials in accordance with workplace procedures<br>4.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>4.3 Clean work area and dispose of rubbish safely<br>4.4 Accurately complete required workplace documentation |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 5. Complete housekeeping | 5.1 Store and recycle unused materials in accordance with workplace procedures<br>5.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>5.3 Clean work area and dispose of rubbish safely<br>5.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

# Unit Mapping Information

Supersedes and not equivalent to MSFFL3038 Install strip timber flooring onto battens and MSFFL3039 Install strip timber flooring onto plywood.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3085 Install battens or plywood in preparation for strip timber

## Modification History

Release 1. Supersedes and is not equivalen to MSFFL3038 Install strip timber flooring onto battens and MSFFL3039 Install strip timber flooring onto plywood.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- installed battens and plywood in accordance with job requirements:
  - 1 complete area using full thickness battens packed to achieve a level surface
  - scribing full battens down to thinner sizes to be installed fully supported over a subfloor
  - plywood mechanically fixed to a concrete sub-floor.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- installation of strip timber onto battens:
  - Australian Standards requirements
  - workplace safety system requirements
  - environmental protection and sustainability requirements
  - how to access manufacturer instructions
  - work flow
  - types, characteristics, uses and limitations of timber installed on to battens, including:
    - strip tongue and groove floating floors
    - manufactured engineered flooring
    - nature of timber battens and what this means for installation (i.e. timber battens with a density less than or equal to 600 Kg/m3, greater than 600 Kg/m3)
    - benefits and limitations of batten subfloors
  - types, characteristics, uses and limitations of strip timber flooring installed onto plywood underlay:
    - plywood underlay (including IS0 Type 5 system for product reliability to AS/NZS 2269.0:2012 Plywood - Structural – Specifications)
  - characteristics and requirements of subfloor preparation


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- types, characteristics, uses and limitations of adhesives used in timber flooring, including:
  - elastomeric
  - polyurethane
  - polyvinyl alcohol (PVA)
- types, characteristics, safe use, maintenance and limitations of tools, equipment and materials
- techniques for set out, laying, cutting and fixing, the types of problems that may occur and how to avoid and respond, including basic wood working techniques
- quality indicators for completed work
- procedures and protocols for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - locations requiring strip timber flooring on battens
  - strip timber and battens
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3087 Plan and implement maintenance systems for timber, laminate and engineered flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3041 Maintain timber, laminate and engineered flooring.

## Application

This unit describes the skills and knowledge to prepare and implement maintenance systems for timber, laminate and engineered flooring. The maintenance plan must be cost-effective, environmentally sensitive and specific to floor type and location.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare maintenance plan | 1.1 Identify maintenance requirements for timber, laminate and engineered flooring from relevant information sources<br>1.2 Identify and qualify maintenance costs based on review of information<br>1.3 Check maintenance requirements against warranty, insurance agreements and indemnity provisions<br>1.4 Develop maintenance plan to promote and sustain performance and |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | production systems in accordance with workplace requirements<br>1.5 Establish communication strategies with regard to maintenance plan, environmental and work health and safety policies, and enterprise requirements<br>1.6 Confirm subfloor suitability for installation consistent with Australian Standards and manufacturer recommendations |
| 2. Implement maintenance plan | 2.1 Select and check tools, equipment and materials prior to use<br>2.2 Identify, secure and include resource and supply requirements in enterprise budgets and operational considerations<br>2.3 Communicate prepared maintenance schedules and procedures to customers, staff, contractors and suppliers<br>2.4 Implement and schedule maintenance plans and work sequences to minimise disruption to customer operations<br>2.5 Assess potential risks and/or hazards with regard to staff and supply problems, and prepare contingency plans accordingly<br>2.6 Maintain timber, laminate and engineered flooring to manufacturer specifications, work health and safety and organisational requirements |
| 3. Monitor maintenance plan | 3.1 Monitor maintenance activities and performance against maintenance plan for efficiency and effectiveness<br>3.2 Monitor and control workplace hazards and environmental implications associated with maintenance procedures in line with WHS and customer requirements<br>3.3 Monitor and control costs within maintenance system budget requirements<br>3.4 Accurately document relevant information maintenance plan information in accordance with customer requirements<br>3.5 Maintain timber, laminate and engineered flooring in clean and safe operational condition |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency


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# Unit Mapping Information

Supersedes and is equivalent to MSFFL3041 Maintain timber, laminate and engineered flooring.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3087 Plan and implement maintenance systems for timber, laminate and engineered flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3041 Maintain timber, laminate and engineered flooring.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- prepared 3 of the following maintenance systems:
  - 1 strip timber floor
  - 1 parquetry flooring
  - 1 cork flooring
  - 1 laminate floating flooring
  - 1 pre-finished engineered flooring
- implemented 1 of the above maintenance systems.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and calculation maintenance and repair costing within budgetary guidelines
- flooring maintenance planning:
  - Australian Standards requirements
  - types of maintenance requirements
  - environmental protection and sustainability requirements
  - manufacturer recommendations
  - information to be evaluated
  - resource implications
  - methods and process for planning
  - communication
  - implementation scheduling.


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# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - floors requiring maintenance schedules.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3089 Apply solvent-based coatings to timber flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3023 Apply solvent-based coatings to timber flooring.

## Application

This unit describes the skills and knowledge required to select solvent-based coating systems appropriate for the job, prepare for the work and apply selected coatings to timber and parquetry floors.

This unit applies to flooring technicians working in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify and prepare for work requirements | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Read work documentation and identify job requirements<br>1.3 Select coating material based on product qualities and client expectations<br>1.4 Assess selected coating materials for compatibility with each other, |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | with the surface to be finished and with manufacturer recommendations<br>1.5 Select and check tools, equipment and materials for suitability, serviceability and safety prior to use<br>1.6 Inspect and confirm readiness of surface to be finished, and erect barrier signs to coating area<br>1.7 Plan sequence of work to ensure efficiency and quality of application |
| 2. Apply finishing system | 2.1 Check ventilation before chemical fumes are released, and confirm all work health and safety and environmental protection requirements are met<br>2.2 Apply coating material in accordance with manufacturer recommendations<br>2.3 Observe recommended drying times between coats<br>2.4 Buff and sand between coats in accordance with manufacturer recommendations<br>2.5 Check final finish against quality and job requirements, and rectify deficiencies<br>2.6 Provide required floor maintenance instructions and warranty provisions to the client in accordance with workplace procedures. |
| 3. Complete housekeeping | 3.1 Reseal unused materials and store in accordance with workplace procedures<br>3.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>3.3 Clear and clean work area and dispose of rubbish safely<br>3.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency


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# Unit Mapping Information

Supersedes and is equivalent to MSFFL3023 Apply solvent-based coatings to timber flooring.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3089 Apply solvent-based coatings to timber flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3023 Apply solvent-based coatings to timber flooring.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- applied solvent-based coatings in accordance with job requirements to 2 complete rooms:
  - used 2 different products
  - applied coating to 2 different timber species.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area
- solvent-based coating application:
  - Australian Standards requirements
  - workplace safety systems
  - work flow
  - environmental protection and sustainability requirements
- methods of, and requirements for, timber floor preparation, including basic sanding, finishing sanding and edging
- type, characteristics, uses and limitations of different resin, epoxy and polyurethane products in relation to:
  - aesthetic quality
  - durability and longevity
  - ventilation and other safety requirements
  - moisture content
  - reaction to change of temperature and relative humidity
  - manufacturer recommendations
- characteristics, safe use, maintenance and limitations of finishing tools and equipment
- techniques for application, the types of problems that may occur and how to avoid and respond


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- procedures and protocols for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - floors requiring finishing
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3090 Apply water-based coatings to timber flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3024 Apply water-based coatings to timber flooring.

## Application

This unit describes the skills and knowledge required to select water-based coating systems appropriate for the job, prepare for the work and apply the selected coatings to timber and parquetry floors.

This unit applies to flooring technicians working in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify and prepare for work requirements | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Read work documentation and identify job requirements<br>1.3 Select coating material based on product qualities and client expectations<br>1.4 Assess selected coating materials are compatible with each other, |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | with the surface to be finished and with manufacturer recommendations<br>1.5 Select and check tools, equipment and materials for suitability, serviceability and safety prior to use<br>1.6 Inspect and confirm readiness of surface to be finished, and erect barrier signs to coating area<br>1.7 Plan sequence of work to ensure efficiency and quality of application |
| 2. Apply finishing system | 2.1 Check ventilation before chemical fumes are released, and confirm all work health and safety and environmental protection requirements are met<br>2.2 Apply coating material in accordance with manufacturer recommendations<br>2.3 Observe recommended drying times between coats<br>2.4 Buff and sand between coats in accordance with manufacturer recommendations<br>2.5 Check final finish against quality and job requirements, and rectify deficiencies<br>2.6 Provide required floor maintenance instructions and warranty provisions to the client in accordance with workplace procedures. |
| 3. Complete housekeeping | 3.1 Store and recycle unused materials in accordance with workplace procedures<br>3.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>3.3 Clear and clean work area and dispose of rubbish safely<br>3.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

Supersedes and is equivalent to MSFFL3024 Apply water-based coatings to timber flooring.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3090 Apply water-based coatings to timber flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3024 Apply water-based coatings to timber flooring.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- applied water-based coatings in accordance with job requirements to 2 complete rooms:
  - used 2 different products
  - applied coating to 2 different timber species.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area
- water-based coating application:
  - Australian Standards requirements
  - workplace safety systems
  - work flow
  - environmental protection and sustainability requirements
  - methods of, and requirements for, timber floor preparation - basic sanding, finishing sanding and edging
  - type, characteristics, uses and limitations of different water-based products in relation to:
    - aesthetic quality
    - durability and longevity
    - ventilation and other safety requirements
    - moisture content
    - reaction to change of temperature and relative humidity
    - manufacturer recommendations
  - characteristics, safe use, maintenance and limitations of finishing tools and equipment
  - techniques for application, the types of problems that may occur and how to avoid and respond
- procedures and protocols for the recording, reporting and maintenance of workplace records and information.


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## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - floors requiring finishing
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3091 Apply oil-based coatings to timber flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3025 Apply oil-based coatings to timber flooring.

## Application

This unit describes the skills and knowledge required to select oil-based coating systems appropriate for the job, prepare for the work and apply the selected coatings to timber and parquetry floors.

This unit applies to flooring technicians working in accordance with pre-determined work orders

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify and prepare for work requirements | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Read work documentation and identify job requirements<br>1.3 Select coating material based on product qualities and client expectations<br>1.4 Assess selected coating materials as being compatible with each |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | other, with the surface to be finished and with manufacturer recommendations<br>1.5 Select and check tools, equipment and materials for suitability, serviceability and safety prior to use<br>1.6 Inspect and confirm readiness of surface to be finished, and erect barrier signs to coating area<br>1.7 Plan sequence of work to ensure efficiency and quality of application. |
| 2. Apply finishing system | 2.1 Check ventilation before chemical fumes are released, and confirm all WHS and environmental protection requirements are met<br>2.2 Apply oil-based coating material in accordance with manufacturer recommendations<br>2.3 Observe recommended drying times between coats<br>2.4 Buff and sand between coats in accordance with manufacturer recommendations<br>2.5 Check final finish against quality and job requirements, and rectify deficiencies<br>2.6 Provide required floor maintenance instructions and warranty provisions to the client in accordance with workplace procedures |
| 3. Complete housekeeping | 3.1 Store and recycle unused materials in accordance with workplace procedures<br>3.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>3.3 Clear and clean work area and dispose of rubbish safely<br>3.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

Supersedes and is equivalent to MSFFL3025 Apply oil-based coatings to timber flooring.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3091 Apply oil-based coatings to timber flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3025 Apply oil-based coatings to timber flooring.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- applied oil-based coatings in accordance with job requirements to 2 complete rooms:
  - used 2 different products
  - applied coating to 2 different timber species.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area
- oil-based coating application:
  - Australian Standards requirements
  - workplace safety systems
  - work flow
  - environmental protection and sustainability requirements
  - methods of, and requirements for, timber floor preparation - basic sanding, finishing sanding and edging
  - type, characteristics, uses and limitations of different oil-based products in relation to:
    - aesthetic quality
    - durability and longevity
    - ventilation and other safety requirements
    - moisture content
    - reaction to change of temperature and relative humidity
    - manufacturer recommendations
  - characteristics, safe use, maintenance and limitations of finishing tools and equipment
  - techniques for application, the types of problems that may occur and how to avoid and respond
- procedures and protocols for the recording, reporting and maintenance of workplace records and information.


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## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - floors requiring finishing
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3092 Apply composite-based coatings to timber flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3026 Apply composite-based coatings to timber flooring.

## Application

This unit describes the skills and knowledge required to select composite-based coating systems appropriate for the job, prepare for the work and apply the selected coatings to timber and parquetry floors.

This unit applies to flooring technicians working in accordance with pre-determined work orders

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify and prepare for work requirements | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Read work documentation and identify job requirements<br>1.3 Select coating material based on product qualities and client expectations<br>1.4 Assess selected coating materials as being compatible with each |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | other, with the surface to be finished and with manufacturer recommendations<br>1.5 Select and check tools, equipment and materials for suitability, serviceability and safety prior to use<br>1.6 Inspect and assess surface to be finished as being ready for coating and erect barrier signs to coating area<br>1.7 Plan sequence of work to ensure efficiency and quality of application |
| 2. Apply finishing system | 2.1 Check ventilation before chemical fumes are released, and confirm all work health and safety and environmental protection requirements are met<br>2.2 Prepare coating material in accordance with manufacturer specifications<br>2.3 Apply coating material in accordance with manufacturer recommendations<br>2.4 Observe recommended drying times between coats<br>2.5 Buff and sand between coats in accordance to manufacturer recommendations<br>2.6 Check final finish against quality and job requirements, and rectify deficiencies<br>2.7 Provide required floor maintenance instructions and warranty provisions to the client in accordance with workplace procedures |
| 3. Complete housekeeping | 3.1 Store and recycle unused materials in accordance with workplace procedures<br>3.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>3.3 Clear and clean work area and dispose of rubbish safely<br>3.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

Supersedes and is equivalent to MSFFL3026 Apply composite-based coatings to timber flooring.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3092 Apply composite-based coatings to timber flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3026 Apply composite-based coatings to timber flooring.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- applied composite-based coatings in accordance with job requirements to 2 complete rooms:
  - used 2 different products
  - applied coating to 2 different timber species.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area
- composite-based coating application:
  - Australian Standards requirements
  - workplace safety systems requirements
  - work flow
  - environmental protection and sustainability requirements
  - methods of, and requirements for, timber floor preparation, including basic sanding, finishing sanding and edging
  - type, characteristics, uses and limitations of different composite-based products in relation to:
    - aesthetic quality
    - durability and longevity
    - ventilation and other safety requirements
    - moisture content
    - reaction to change of temperature and relative humidity
    - manufacturer recommendations
  - characteristics, safe use, maintenance and limitations of finishing tools and equipment
  - techniques for application, the types of problems that may occur and how to avoid and respond


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- procedures and protocols for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - floors requiring finishing
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3094 Apply stains and fillers to timber flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3028 Apply stains and fillers to timber flooring.

## Application

This unit describes the skills and knowledge required to select stains and fillers appropriate for the job, prepare for the work and apply the selected coatings to timber and parquetry floors.

This unit applies to flooring technicians working in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify and prepare for work requirements | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Read work documentation and identify job requirements<br>1.3 Select stain and filler material based on product qualities and client expectations<br>1.4 Assess selected stain and filler materials as being compatible with |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | each other, with the surface to be finished, and with manufacturer recommendations<br>1.5 Select and check tools, equipment and materials for suitability, serviceability and safety prior to use<br>1.6 Identify surface or other faults and repair in preparation for finishing<br>1.7 Inspect and confirm readiness of surface to be stained and/or filled and assess for coating with the selected stain and/or filler and erect barrier signs to coating area<br>1.8 Plan sequence of work to ensure efficiency and quality of application |
| 2. Apply finishing system | 2.1 Check ventilation before chemical fumes are released, and confirm all work health and safety and environmental protection requirements are met, including use of personal protective equipment<br>2.2 Prepare staining and/or filling material in accordance with manufacturer specifications<br>2.3 Make trial applications of stains and/or fillers to check equipment operation, materials consistency, viscosity and specified colour<br>2.4 Identify faults and/or inconsistencies in colour and follow workplace procedures for rectification and adjustment<br>2.5 Apply staining and/or filling material in accordance with manufacturer recommendations<br>2.6 Observe recommended drying times between coats<br>2.7 Buff and sand between coats in accordance to manufacturer recommendations<br>2.8 Inspect and approve finished products for suitability for further processing<br>2.9 Check final finish against quality and job requirements, and rectify deficiencies |
| 3. Complete housekeeping | 3.1 Store and recycle unused materials in accordance with workplace procedures<br>3.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>3.3 Clear and clean work area and dispose of rubbish safely<br>3.4 Accurately complete required workplace documentation |


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## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Supersedes and is equivalent to MSFFL3028 Apply stains and fillers to timber flooring.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3094 Apply stains and fillers to timber flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3028 Apply stains and fillers to timber flooring.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- applied each of the following types of stain to a complete room in accordance with job requirements:
  - lacquer-based
  - spirit-based
- applied fillers to:
  - 1 parquetry floor
  - 1 strip timber floor.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area
- stain and filler application:
  - Australian Standards requirements
  - workplace safety systems requirements
  - work flow
  - environmental protection and sustainability requirements
  - methods of, and requirements for, timber floor preparation - basic sanding, finishing sanding and edging
  - type, characteristics, uses and limitations of different stain and filler products in relation to:
    - aesthetic quality
    - durability and longevity
    - ventilation and other safety requirements
    - moisture content
    - reaction to change of temperature and relative humidity
    - manufacturer recommendations


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  - characteristics, safe use, maintenance and limitations of finishing tools and equipment
  - techniques for application, the types of problems that may occur and how to avoid and respond
- procedures and protocols for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - floors requiring finishing
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3095 Fine sand timber flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3042 Fine sand timber flooring.

## Application

This unit describes the skills and knowledge required to prepare for work and fine sand existing floors either after coarse sanding, where only minor rectification of scratches or wear and tear has occurred, or between coats. It involves operating rotary sanding machines.

This unit applies to flooring technicians working in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for the work | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Read work documentation and identify job requirements<br>1.3 Inspect timber flooring for contamination, moisture content and suitability for fine sanding operations, and identify and complete any pre-sanding tasks<br>1.4 Assess and confirm timber flooring condition and the extent of fine |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | sanding required to meet job specifications<br>1.5 Select and check tools, equipment and materials for suitability, serviceability and safety prior to use<br>1.6 Isolate and/or encapsulate the job site to contain dust fallout from sanding operation<br>1.7 Plan sequence of work suited to the job |
| 2. Conduct fine sanding operations | 2.1 Set up and check sanding equipment and safety features in accordance with manufacturer instructions<br>2.2 Select and change equipment to meet requirements of the job<br>2.3 Select, attach and routinely check and change sanding belts or papers to ensure quality finish<br>2.4 Conduct trial runs to check machine operations and quality of finished work<br>2.5 Complete sanding systematically and effectively within the minimum required timeframe<br>2.6 Complete routine lubrication and adjustments to the equipment as required for efficient operation<br>2.7 Clean and check final finish against quality and job requirements, and rectify deficiencies |
| 3. Complete housekeeping | 3.1 Store and recycle unused materials in accordance with workplace procedures<br>3.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>3.3 Clean work area and dispose of rubbish safely<br>3.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

Supersedes and is equivalent to MSFFL3042 Fine sand timber flooring.

# Links

Companion Volume implementation guides are found in VETNet. - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3095 Fine sand timber flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3042 Fine sand timber flooring.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- completed fine sanding for 3 complete rooms that individually or cumulatively include fine sanding for:
  - a new or existing solid floor (parquetry or tongue and groove)
  - a pre-finished or engineered floor.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area
- sanding operations:
  - Australian Standards requirements
  - workplace safety system requirements
  - work flow
  - environmental protection and sustainability requirements
  - floor condition requirements for sanding operations
  - characteristics, safe use, maintenance and limitations of tools and equipment for fine sanding
  - techniques for machine use, the types of problems that may occur and how to avoid and respond
- procedures and protocols for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:



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- use of suitable facilities, equipment and resources, including:
  - floors requiring fine sanding
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.
  -

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3096 Edge sand timber flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3043 Edge sand timber flooring.

## Application

This unit describes the skills and knowledge required to prepare for work and edge sand existing floors using a disc, orbital or belt sander to grade the surface and remove cupping, ridges, high points or deep scratches along the edges of the room, in corners or areas of reduced access, such as wardrobes. The pattern of sanding is to overlap and blend the floor boards into the body of the sanded floor.

This unit applies to flooring technicians working in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for the work | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Read work documentation and identify job requirements<br>1.3 Inspect timber flooring for contamination, moisture content and suitability for sanding operations, and identify and complete any |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | pre-sanding tasks<br>1.4 Assess and confirm timber flooring condition and the extent of fine sanding required to meet job specifications<br>1.5 Select and check tools, equipment and materials for suitability, serviceability and safety prior to use<br>1.6 Isolate and/or encapsulate the job site to contain dust fallout from sanding operation<br>1.7 Plan sequence of work to ensure efficiency and quality of application |
| 2. Conduct edge sanding operations | 2.1 Set up and check sanding equipment and safety features in accordance with manufacturer instructions<br>2.2 Select and change equipment to meet requirements of the job<br>2.3 Select, attach and routinely check and change sanding belts or papers to ensure quality finish<br>2.4 Conduct trial runs to check machine operations and quality of finished work<br>2.5 Complete sanding systematically and effectively within the minimum required timeframe<br>2.6 Complete routine lubrication and adjustments to the equipment as required for efficient operations<br>2.7 Clean and check final finish against quality and job requirements, and rectify deficiencies |
| 3. Complete housekeeping | 3.1 Store and recycle unused materials in accordance with workplace procedures<br>3.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>3.3 Clean work area and dispose of rubbish safely<br>3.4 Accurately complete required workplace documentation |


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# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFFL3043 Edge sand timber flooring.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3096 Edge sand timber flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3043 Edge sand timber flooring.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- completed 2 timber flooring preparations requiring edge sanding:
  - to grade the surface
  - to remove cupping, ridges, high points or deep scratches along the edges of the room, in corners or areas of reduced access
  - to blend the floor boards into the body of course and fine sanded timber floor.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area
- edge sanding operations:
  - Australian Standards requirements
  - workplace safety systems
  - work flow
  - environmental protection and sustainability requirements
  - floor conditions requirements for sanding operations
  - characteristics, safe use, maintenance and limitations of tools and equipment
  - techniques for machine use, the types of problems that may occur and how to avoid and respond
- procedures and protocols for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:



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- use of suitable facilities, equipment and resources, including:
  - floors requiring sanding
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3098 Sand and fill parquetry flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3045 Sand and fill parquetry flooring.

## Application

This unit describes the skills and knowledge required to prepare for work and sand and fill parquetry floors in preparation for applying coating or re-coating to the flooring. It involves operating split drum and/or belt floor sander, rotary or orbital sanding and edge sanding machines.

This unit applies to flooring technicians working in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant State and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for the work | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Read work documentation and identify job requirements<br>1.3 Identify surface suitability for fine sanding based on contamination and moisture content inspection, and complete pre-sanding |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | requirements<br>1.4 Assess and confirm parquetry flooring condition and the extent of coarse, finish and fine sanding and filling required to meet job specifications<br>1.5 Select and check tools, equipment and materials for suitability, serviceability and safety prior to use<br>1.6 Isolate and/or encapsulate the job site to contain dust fallout from sanding operation<br>1.7 Plan sequence of work to ensure efficiency and quality of application |
| 2. Sand floor | 2.1 Set up, check and adjust sanding equipment and safety features in accordance with manufacturer instructions<br>2.2 Select and change equipment to meet requirements of the job<br>2.3 Select, attach and routinely check and change sanding belts or papers to ensure quality finish<br>2.4 Conduct trial runs to check machine operations and quality of finished work<br>2.5 Complete sanding systematically and effectively with the grain, against the grain and across the grain within the minimum required timeframe<br>2.6 Complete required routine lubrication and adjustments to the equipment<br>2.7 Clean and check final finish against quality and job requirements, and rectify deficiencies |
| 3. Fill floor | 3.1 Check ventilation before chemical fumes are released, and confirm all WHS and environmental protection requirements are met<br>3.2 Prepare filling material in accordance with manufacturer specifications<br>3.3 Make trial applications of fillers to check equipment operation, materials consistency, viscosity and specified colour<br>3.4 Identify faults and/or inconsistencies in colour and follow workplace procedures for rectification and adjustments<br>3.5 Apply filling material in accordance with manufacturer recommendations and observe drying times between coats<br>3.6 Sand between coats as required in accordance with manufacturer |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | recommendations<br>3.7 Clean and check final finish against quality and job requirements, and rectify deficiencies |
| 4. Complete housekeeping | 4.1 Store and recycle unused materials in accordance with workplace procedures<br>4.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>4.3 Clean work area and dispose of rubbish safely<br>4.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFFL3045 Sand and fill parquetry flooring.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3098 Sand and fill parquetry flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3045 Sand and fill parquetry flooring.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- completed the full sanding process for 2 parquetry floors in complete rooms in accordance with job specifications:
  - 1 block
  - 1 mosaic or multi-directional patterned.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area
- parquetry sanding operations:
  - Australian Standards requirements
  - procedures
  - workplace safety systems
  - work flow
  - environmental protection and sustainability requirements
  - floor condition requirements for sanding operations
  - characteristics, safe use, maintenance and limitations of tools and equipment for:
    - finish sanding
    - edge sanding
    - fine sanding
  - techniques for machine use, the types of problems that may occur and how to avoid and respond
- procedures and protocols for the recording, reporting and maintenance of workplace records and information.
-


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# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - parquetry floors requiring filling and sanding
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.
  -

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3099 Apply finishes to cork flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3046 Apply finishes to cork flooring.

## Application

This unit describes the skills and knowledge required to select coating systems appropriate for the job, prepare for the work and apply the selected finishes to cork flooring.

This unit applies to flooring technicians working in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify and prepare for work requirements | 1.1 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Read work documentation and identify job requirements<br>1.3 Select coating material based on product qualities and client expectations<br>1.4 Assess selected coating materials as being compatible with each other, with the surface to be finished and with manufacturer recommendations |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.5 Select and check tools, equipment and materials for suitability, serviceability and safety prior to use<br>1.6 Inspect and confirm readiness of surface to be finished and erect barrier signs to area<br>1.7 Plan sequence of work suited to the job |
| 2. Apply finishing system | 2.1 Check ventilation before chemical fumes are released, and confirm all work health and safety and environmental protection requirements are met<br>2.2 Apply coating material in accordance with manufacturer recommendations<br>2.3 Observe recommended drying times between coats<br>2.4 Carry out required buffing or sanding between coats in accordance with manufacturer recommendations<br>2.5 Check final finish against quality and job requirements, and rectify deficiencies |
| 3. Complete housekeeping | 3.1 Store and recycle unused materials in accordance with workplace procedures<br>3.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>3.3 Clear and clean work area and dispose of rubbish safely<br>3.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

# Unit Mapping Information

Supersedes and is equivalent to MSFFL3046 Apply finishes to cork flooring.


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# Links

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# Assessment Requirements for MSFFL3099 Apply finishes to cork flooring

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3046 Apply finishes to cork flooring.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- applied 2 different base coatings in accordance with job requirements to 2 complete rooms.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area
- application of finishes to cork flooring:
  - Australian Standards requirements
  - workplace safety systems
  - work flow
  - environmental protection and sustainability requirements
  - methods of, and requirements for, timber floor preparation - basic sanding, finishing sanding and edging
  - type, characteristics, uses and limitations of different products in relation to:
    - aesthetic quality
    - durability and longevity
    - ventilation and other safety requirements
    - moisture content
    - reaction to change of temperature and relative humidity
    - manufacturer recommendations
  - characteristics, safe use, maintenance and limitations of finishing tools and equipment
  - techniques for application, the types of problems that may occur and how to avoid and respond
- procedures and protocols for the recording, reporting and maintenance of workplace records and information.
-


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# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - floors requiring finishing
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3100 Apply densifiers and sealers to concrete surfaces

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3049 Apply densifiers and sealers to concrete surfaces.

## Application

This unit describes the skills and knowledge required to inspect and prepare concrete surfaces for polishing using densifying and sealing materials.

This unit applies to flooring technicians working in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

## Competency Field

Flooring technology

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **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 Read work documentation and identify job requirements and process<br>1.2 Identify and follow work health and safety, legislative and organisational requirements |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.3 Select materials based on job requirements, surface compatibility, manufacturer recommendations and client expectations<br>1.4 Select and check application tools, equipment and materials prior to use for suitability, serviceability and safety<br>1.5 Inspect and confirm readiness of surface to be finished, and erect barrier signs to area<br>1.6 Measure area and accurately calculate material requirements<br>1.7 Plan work sequence to ensure efficiency and quality of application |
| 2. Apply densifying or sealing system | 2.1 Check ventilation before chemical fumes are released, and confirm all work health and safety and environmental protection requirements are met<br>2.2 Wet surface and apply materials in accordance with manufacturer recommendations<br>2.3 Observe recommended drying times between coats<br>2.4 Check applied material when dry against quality and job requirements and rectify deficiencies |
| 3. Complete housekeeping | 3.1 Store or recycle unused materials in accordance with workplace procedures<br>3.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>3.3 Clean work area and remove waste and dispose of safely<br>3.4 Remove and store barriers and signs in accordance with workplace procedures<br>3.5 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFFL3049 Apply densifiers and sealers to concrete surfaces


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3100 Apply densifiers and sealers to concrete surfaces

## Modification History

Release 1. Supersedes and is equivalent to MSFFL3049 Apply densifiers and sealers to concrete surfaces.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- applied densifying, sealing and grouting products to achieve the required finish in accordance with job requirements to both 1 new and 1 existing concrete surface.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of

- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- densifying and sealing of concrete:
  - Australian Standards requirements
  - workplace safety systems
  - environmental protection and sustainability requirements
  - work flow
  - types, characteristics, safe use, maintenance and limitations of preparation and application tools and equipment
  - methods of concrete floor preparation and requirements prior to application in relation to:
    - contaminants
    - debris
    - dust
    - moisture content level and stability
  - characteristics of densifier and sealer products in relation to ventilation and reaction to change of temperature and relative humidity
  - type, characteristics, uses and limitation of materials, including manufacturer recommendations for:
    - reactive concrete densifiers using colloidal silica to harden and densify new or older concrete surfaces


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    - densifiers and sealers to protect concrete from stains, dust production and wear, and supports polishing
  - application methods and techniques, the types of problems that may occur and how to avoid and respond, including for:
    - pour and brush spreading
    - low-pressure, airless spraying
  - quality indicators for finished surfaces
- procedures and protocols for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - concrete surfaces to be finished
  - equipment, tools and materials for application of products
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFL3101 Install bamboo flooring

## Modification History

Release 1. Supersedes and is not equivalent to MSFFL2023 Install laminate timber and bamboo flooring.

## Application

This unit describes the skills and knowledge required to set out, cut, lay and fix bamboo flooring.

This unit applies to flooring technicians working in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking flooring work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Flooring technology

## Elements and Performance Criteria

| **Elements** | **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 Identify and follow work health and safety, legislative and organisational requirements<br>1.2 Correctly identify work requirements and process from review of documentation<br>1.3 Confirm subfloor suitability for installation consistent with Australian Standards and manufacturer recommendations |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.4 Select underlays adhesives, trims and accessories based on job requirements<br>1.5 Select and check tools and equipment prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition<br>1.6 Plan sequence of work, and starting point, to ensure efficiency and quality of installation |
| 2. Set out materials for installation | 2.1 Check flooring against work order and acclimatise in accordance with manufacturer recommendations<br>2.2 Organise and use flooring for fixing in accordance with relevant safety management requirements<br>2.3 Remove or undercut skirting boards or cover trims, and store for re-fitting or send for machining in accordance with work requirements<br>2.4 Prepare required adhesives and accessories for use<br>2.5 Establish working lines and starting point |
| 3. Prepare and cut flooring | 3.1 Follow instructions and sequence for laying and fixing<br>3.2 Lay appropriate underlay in accordance with manufacturer recommendations<br>3.3 Lay out flooring to meet directional sequence, pattern match, specification requirements, and to minimise waste and joins<br>3.4 Maximise the aesthetics of the materials, where appropriate, matching grains and colours<br>3.5 Accurately and clearly mark flooring for cutting<br>3.6 Cut flooring to length and size for final laying ensuring minimum waste |
| 4. Lay flooring | 3.1 Follow instructions and sequence for laying and fixing<br>3.2 Lay appropriate underlay in accordance with manufacturer recommendations<br>3.3 Lay out flooring to meet directional sequence, pattern match, specification requirements, and to minimise waste and joins<br>3.4 Maximise the aesthetics of the materials, where appropriate, matching grains and colours<br>3.5 Accurately and clearly mark flooring for cutting<br>3.6 Cut flooring to length and size for final laying ensuring minimum |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | waste |
| 5. Complete housekeeping | 5.1 Store and recycle unused materials in accordance with workplace procedures<br>5.2 Check, clean and store tools and equipment in accordance with workplace procedures<br>5.3 Clean work area and dispose of rubbish safely<br>5.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFL3101 Install bamboo flooring

## Modification History

Release 1. Supersedes and is not equivalent to MSFFL2023 Install laminate timber and bamboo flooring.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- installed bamboo flooring to 3 complete rooms in accordance with job requirements making specific allowances for lateral expansion and contraction of the flooring product.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- bamboo timber flooring:
  - Australian Standards requirements
  - workplace safety system requirements
  - work flow
  - environmental protection and sustainability requirements
  - how to access manufacturer instructions
  - types, characteristics, uses and limitations of
    - bamboo flooring products
    - installation adhesives, including polyvinyl alcohol (PVA), epoxies, polyurethane elastomeric
  - characteristics and requirements of subfloor preparation
  - types, characteristics, safe use, maintenance and limitations of tools, equipment and materials
  - techniques for set out, laying, cutting and fixing, the types of problems that may occur and how to avoid and respond, including basic wood working techniques
  - quality indicators for completed work
- procedures and protocols for the recording, reporting and maintenance of workplace records and information.
-


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# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - location requiring bamboo installation
  - bamboo flooring
  - equipment, tools and materials to complete tasks in the Performance Evidence, including safety and personal protective equipment
  - work orders
  - workplace procedures.
  -

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM1001 Construct a basic timber furnishing product

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers constructing, assembling and finishing a basic timber furnishing product. It applies to a VET in Schools or pre-vocational program for new entrants to the furnishing industry.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## 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 instructions are used to determine job requirements, including design variations, tolerances, process, materials, finish and quantity |
| | | 1.2 Construction and assembly sequence are planned |
| | | 1.3 Procedures are determined for checking quality at each stage of the process |
| | | 1.4 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.5 Suitable work area is selected for the task |


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| | | | |
|---|---|---|---|
| | | 1.6 | Preparatory drawings/set-outs for tasks are confirmed |
| | | 1.7 | Cutting list for project components is accessed and interpreted |
| | | 1.8 | Materials are selected following work instructions |
| | | 1.9 | Tools and equipment suitable for construction are identified and checked for safe and effective operation |
| 2 | Complete construction | 2.1 | Material is set out and prepared according to work instructions and components are marked according to workplace procedures |
| | | 2.2 | Tools, machines and equipment are used in accordance with safety requirements and manufacturer specifications |
| | | 2.3 | Components are manufactured, including any specified shapes, angles or curves, and checked against set-outs and job requirements |
| | | 2.4 | Components are assembled using jigs and/or clamps and fastenings |
| | | 2.5 | Adhesives are applied according to workplace procedures and/or manufacturer instructions |
| | | 2.6 | Joining process is undertaken according to workplace procedures |
| | | 2.7 | Assembled product is checked for compliance with specifications |
| | | 2.8 | Item is finished in accordance with work instructions |
| 3 | Finalise operation and maintain equipment | 3.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 3.2 | Off-cuts and unused materials are collected and stored for re-use or disposed of following workplace procedures |
| | | 3.3 | Waste and scrap materials are dealt with following workplace procedures |


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# 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.

**Basic timber furnishing products include:**

- occasional and coffee tables
- jewellery boxes
- tool boxes
- CD racks
- small cabinets
- entertainment units
- timber stools
- clocks

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods, code and local safe operating procedures
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work involves reading and interpreting the project plan, using hand and power tools, operating basic woodworking machinery, applying quality requirements and applying product finishing techniques and materials
- competency may be demonstrated in workplaces or simulated workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture and/or furniture components or a suitably simulated environment

**Tools and equipment include:**

- measuring tapes or rulers
- hammers
- mallets
- squares


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| | |
|---|---|
| | • bevels<br>• chisels<br>• planes<br>• hand saws<br>• power drills, saws, planers and other power tools<br>• cordless drills/screwdrivers or other cordless tools<br>• fixing and joining devices<br>• jigs<br>• clamping devices<br>• pincers |
| **Machines include:** | • band saws<br>• cross cut saws<br>• rip saws<br>• panel planers/thicknessers<br>• edge planer/jointer<br>• belt sander<br>• biscuit machine<br>• horizontal borers<br>• vertical drill presses<br>• pedestal grinders<br>• hand wood-turning lathes |
| **Materials include:** | • timber<br>• manufactured board<br>• adhesives<br>• screws<br>• nails<br>• bolts<br>• dowels<br>• metal fasteners<br>• steel<br>• plastics<br>• primers and coating materials |
| **Checking of constructed product is to cover:** | • squareness, wind or twist and measurements against drawings<br>• alignment of fittings, attachments and moving parts<br>• suitability of design, hardware and materials<br>• overall quality of finish |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment |


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- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

## Unit Mapping Information

Supersedes and is equivalent to LMFFM1001B Construct a basic timber furnishing product.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM1001 Construct a basic timber furnishing product

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work instructions and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
  - minimise the risk of injury to self or others
  - prevent damage to goods, equipment or products
  - achieve required production output and product quality
- Adapt or vary furnishing product designs
- Construct, assemble and finish at least one (1) basic furnishing product from the list in the Range of Conditions
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Interpretation of plan representation of furniture design
- Preparation of drawings/set-outs
- Work flow in relation to furniture construction
- Identification of hand and/or power tools, materials, equipment, processes and procedures

## 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


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  - 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 plans, hand and/or power tools, equipment, materials and woodworking machinery.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM1002 Operate basic woodworking machines

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers operating basic woodworking machines used for sawing, planing, sanding and drilling in the production of furniture. It applies to a VET in Schools or pre-vocational program for new entrants to the furnishing industry.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## 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 instructions are used to identify job requirements, including quality, materials, equipment, and quantities |
| | | 1.2 | Work health and safety (WHS) requirements, including ventilation requirements and personal protection needs, are observed throughout the work |
| | | 1.3 | Material for machining is selected and inspected for quality |
| | | 1.4 | Machines, cutting tools and jigs are identified and checked for safe and effective operation |
| 2 | Operate machines | 2.1 | Safety equipment, including emergency stops, gauges, guards and controls are checked |


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| | | |
|---|---|---|
| | | 2.2 Machine start-up procedure is carried out in accordance with manufacturer instructions |
| | | 2.3 Material is fed into machine in accordance with manufacturer instructions, safe handling procedures and standard workplace operating procedures |
| | | 2.4 Machine is operated in accordance with its designed capacity and purpose, tooling requirements and to manufacturer recommendations |
| | | 2.5 Machine operation is monitored to ensure product quality and output |
| | | 2.6 Waste quantities are minimised |
| | | 2.7 Items that do not meet quality requirements are recycled or discarded according to workplace procedures |
| | | 2.8 Problems with the required work and/or the operation of the machine are identified and reported to appropriate persons |
| 3 | Clean up work area and maintain equipment | 3.1 Material that can be re-used is collected and stored |
| | | 3.2 Waste and scrap are removed following workplace procedures |
| | | 3.3 Equipment and work area are cleaned and inspected for serviceable condition in accordance with workplace procedures |
| | | 3.4 Unserviceable equipment is reported in accordance with workplace procedures |

# 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


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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.

**Basic woodworking machines include:**

- cross cut saw
- rip saw
- band saw
- panel saw
- surface planer (buzzer/jointer)
- panel planer (thicknesser)
- bobbin sander
- disc sander
- belt sander (finisher) – stroke and linisher
- vertical drill press
- horizontal borer (single bit)

**Tasks include:**

- machine face
- machine edge
- off fence ripping
- freehand ripping
- freehand curve cutting
- parallel rip (oversize by 5 mm+)
- docking:
  - (oversize + 20 mm)
  - (accurate to +/- 0.25 mm)
  - square (no tolerance)
- cut flat panel board (off rip fence using scribe saw)
- cut flat panel board (off cross-cut fence using scribe saw)
- parallel plane width
- parallel plane thickness
- sand concave surface
- sand straight surface
- sand end grain and outside curve
- sand flat surfaces
- hinge boring
- drill holes to pre-determined depths vertically, selecting and replacing drill bits as required
- changing belts and blades
- drill holes to pre-determined depths horizontally (and to create a mortise)

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating


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| | procedures<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components |
| **Materials to be machined include:** | • solid timber and manufactured board |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFM1002B Operate basic woodworking machines.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM1002 Operate basic woodworking machines

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Identify work requirements and materials used in the work process
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- 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
- Operate and monitor the machines, including changing belts, blades and drill bits as required, and complete the tasks identified in the Range of Conditions for:
  - one (1) saw
  - one (1) planer
  - one (1) drill
  - one (1) sander
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Characteristics, uses and limitations of woodworking machines
- General workplace quality standards and procedures
- Workplace safety policies and procedures
- Procedures for reporting machinery faults and material defects

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 basic woodworking machinery, standard operating procedures and materials.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM2001 Use furniture making sector hand and power tools

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers using hand and power tools in applications relating to furniture making.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify hand and power tools | 1.1 | Types of hand and power tools and their functions are identified |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Sources of power supply are recognised |
| 2 | Select and use hand tools | 2.1 | Hand tools selected are consistent with needs of the job, checked for serviceability and safety, and any faults reported to supervisor |
| | | 2.2 | Equipment is selected to hold or support material for hand tools application where applicable |


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| | | | |
|---|---|---|---|
| | | 2.3 | Material is located and held in position for hand tool application |
| | | 2.4 | Hand tools are safely and effectively used according to their intended use and safely located when not in immediate use |
| 3 | Select and use power tools | 3.1 | Power tools are selected consistent with needs of the job in accordance with conventional work practice, are visually checked for serviceability and safety in accordance with WHS requirements, and any faults reported to supervisor |
| | | 3.2 | Equipment is selected to hold or support materials for power tool application as applicable |
| | | 3.3 | Material is located and held in position for power tool application as applicable |
| | | 3.4 | Power tools are safely and effectively used in application processes and safely located when not in use |
| 4 | Clean up work area and tools | 4.1 | All tools are cleaned, maintained and stored |
| | | 4.2 | Equipment is cleaned, maintained and stored |
| | | 4.3 | Work area is cleared and waste removed |

# 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.

| | |
|---|---|
| **Hand tools for furniture** | • hand planes<br>• chisels |


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| | |
|---|---|
| **making include:** | • hand saws<br>• spokeshave<br>• hammers (claw, Warrington, tack and ball pein)<br>• mallet<br>• marking-out tools<br>• files<br>• rasps<br>• scraper<br>• screwdrivers and hand drills |
| **Power tools for furniture making include:** | • drop saw<br>• circular power saw<br>• planer<br>• drill<br>• jig saw<br>• router<br>• trimmer<br>• biscuit machine<br>• brad/nail and staple gun and sanders |
| **Unit scope includes:** | • individuals to demonstrate skill, accuracy and dexterity in the application of tools to perform work tasks which should include dressing materials, cutting joints, finishing surfaces, cutting straight and compound angles, jointing materials, edge trimming and the basic sharpening of cutting tools |
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manufacturer’ s specifications, manual handling procedures and organisation insurance requirements |
| **Fault reporting includes:** | • verbal or written reporting |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |


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# Unit Mapping Information

Supersedes and is equivalent to LMFFM2001B Use furniture making sector hand and power tools.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM2001 Use furniture making sector hand and power tools

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Locate and apply relevant information related to hand and power tools
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
  - minimise the risk of injury to self or others
  - prevent damage to goods, tools, equipment or products
  - maintain required production output and product quality
- Adopt and carry out correct procedures prior to and during use of the range of hand and power tools stipulated in the Range of Conditions
- Carry out operator maintenance on hand and power tools, including the grinding and sharpening of:
  - chisels
  - hard plane blades or irons
  - drill bits
- Use mathematical ideas and techniques to correctly complete measurements and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise waste of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Types, characteristics, uses, limitations and maintenance requirements of hand tools commonly used in furniture production
- Types, characteristics, uses, limitations and maintenance requirements of power tools commonly used in furniture production
- Workplace safety requirements and WHS legislation
- Work flow within the workplace


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# 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 furniture making sector hand and power tools, and materials used in the manufacturing and/or installation of furnishing products.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM2002 Assemble furnishing components

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers assembling of timber components to produce furniture frames or furniture.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. |
|---|---|---|
| 1 | Prepare for assembly | 1.1 Work instructions are used to determine job requirements, including design, tolerances, process, materials, finish and quantity |
| | | 1.2 Assembly sequence is planned |
| | | 1.3 Procedures are determined for checking quality at each stage of the process |
| | | 1.4 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.5 Suitable work area is selected for the task |
| | | 1.6 Tools and equipment suitable to the fixing method are |


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| | | | |
|---|---|---|---|
| | | | selected and checked for safe operation |
| | | 1.7 | Components, hardware, fittings and attachments are collected |
| | | 1.8 | Fixing and joining devices are selected in line with work instructions and type of materials to be joined |
| | | 1.9 | Jigs are selected and checked for suitability of purpose |
| 2 | Assemble components | 2.1 | Components are laid out and joined using jigs and appropriate fastenings |
| | | 2.2 | Hand and/or power tools and equipment are used as required |
| | | 2.3 | Components are prepared, assembled and fitted in accordance with specifications |
| | | 2.4 | Assembled component is checked for compliance with specifications |
| | | 2.5 | Components which do not meet quality specifications are repaired or tagged for further processing or recycling/disposal |
| | | 2.6 | Finished products are organised and stored in holding area |
| 3 | Clean work area and maintain equipment | 3.1 | Faulty and/or defective equipment is tagged and reported in accordance with workplace procedures |
| | | 3.2 | Waste and scrap are removed following workplace procedures |
| | | 3.3 | Tools and equipment used are cleaned, inspected for serviceable condition and stored appropriately in accordance with workplace procedures |
| | | 3.4 | Equipment and work area clean-up is maintained in accordance with workplace procedures |


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# 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.

| | |
|---|---|
| **Furnishing components include:** | • carcasses<br>• doors<br>• drawers<br>• frames<br>• shelves<br>• ends<br>• tops |
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code and local safe operating procedures<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving in the assembly of furnishing components<br>• competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components |
| **Tools and equipment include:** | • measuring tapes or rulers<br>• hammers<br>• mallets<br>• squares<br>• bevels<br>• chisels<br>• planes |


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| | |
|---|---|
| | • hand saws<br>• power saws<br>• power drills/screwdrivers<br>• clamps/cramps<br>• screwdrivers and/or spanners<br>• pincers<br>• pneumatic tools, compressor and spray equipment |
| **Materials to be used include:** | • timber<br>• manufactured board<br>• glues<br>• screws<br>• nails<br>• dowels and knock-down fittings |
| **Assembled component checking is to cover:** | • squareness, alignment and wind<br>• hardware, fittings and attachments<br>• functionality and tolerances<br>• conformity to work instruction and quality requirements |
| **Storage requirements include:** | • ensuring that there is no obstruction to traffic<br>• components are not damaged in storage<br>• incompatible items are not stored together<br>• products are arranged to match the sequence of work |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFM2002B Assemble furnishing components.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM2002 Assemble furnishing components

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
  - minimise the risk of injury to self or others
  - prevent damage to goods, equipment and products
  - maintain required production output and product quality
- Assemble at least four (4) furnishing components from the list in the Range Statement
- Use mathematical ideas and techniques to correctly complete measurements and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Types, characteristics, uses and limitations of common furnishing components
- Interpretation of basic furniture plans
- Identification of hand and/or power tools, materials, equipment, processes and procedures
- Work flow in relation to furniture production

## 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.


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- 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 tools, equipment and materials required to assemble furnishing components.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM2003 Select and apply hardware

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers selecting and applying hardware to new and refurbished furniture.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Plan and prepare work | 1.1 | Work instructions are used to determine job requirements, including design, colour, finish process and required hardware quality |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Types of hardware are identified and selected for the work |
| | | 1.4 | Tools, equipment and accessories for application are identified and checked for safe and effective operation |
| | | 1.5 | Surfaces are cleaned and prepared to enable accurate colour matching |


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| | | | |
|---|---|---|---|
| 2 | Apply and/or fit and finish | 2.1 | Hardware items are laid out/placed in the required design |
| | | 2.2 | Machinery is used in accordance with workplace procedures, including use of personal protective equipment |
| | | 2.3 | Joining/securing process is undertaken according to workplace procedures |
| | | 2.4 | Adhesives are applied according to workplace procedures and/or manufacturer instructions |
| | | 2.5 | Work is checked against required quality standards |
| 3 | Finalise operation and maintain equipment | 3.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 3.2 | Machinery is cleaned and left in a safe mode |
| | | 3.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 3.4 | Unused hardware is collected and stored for re-use or disposal following workplace procedures |
| | | 3.5 | Waste and scrap materials are dealt with following workplace procedures |

# 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.


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| | |
|---|---|
| **Hardware includes:** | • hinges<br>• handles<br>• drawer-runners<br>• metal drawer systems<br>• sliding rail systems<br>• rotating storage systems and slide-out storage systems |
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving in selecting and applying hardware<br>• competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components |
| **Tools and equipment include:** | • measuring tapes or rulers<br>• levelling devices<br>• hammers<br>• mallets<br>• squares<br>• bevels<br>• chisels<br>• planes<br>• hand saws<br>• power saws<br>• power drills/screwdrivers<br>• pneumatic tools, compressor and spray equipment<br>• clamps<br>• screwdrivers<br>• pincers |
| **Materials include:** | • timber<br>• manufactured board<br>• hardware consumables<br>• cleaning chemicals and materials |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |


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| | |
|---|---|
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFM2003B Select and apply hardware.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM2003 Select and apply hardware

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
  - prevent damage to goods, equipment and products
  - maintain required production output and product quality
  - minimise the risk of injury to self or others
- Select and apply/fit six (6) different items of hardware
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Types, characteristics, uses and limitations of hardware
- Interpretation of plan representation of furniture design
- Preparation of drawings/set-outs
- Identification of hand and/or power tools, materials, equipment, processes and procedures
- Work flow in relation to furniture production

## 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


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  - 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 plans, hand and/or power tools, equipment, hardware materials and woodworking machinery.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM2004 Apply sheet laminates by hand

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers preparing, laying out, applying and finalising processes for applying sheet laminates by hand.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## Elements and Performance Criteria

| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
|---|---|
| 1 Prepare the work | 1.1 Work instructions are used to determine job requirements, including process, materials, finish and quantity |
| | 1.2 Application sequence is planned |
| | 1.3 Procedures are determined for checking quality at each stage of the process |
| | 1.4 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.5 Suitable work area is selected for the task |
| | 1.6 Tools and equipment suitable for application are identified and checked for safe and effective operation |


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| | | | |
|---|---|---|---|
| 2 | Lay out and prepare materials | 2.1 | Substrata (surfaces to be laminated) are prepared for laminating |
| | | 2.2 | Laminates are selected and checked for flaws following work instructions |
| | | 2.3 | Laminates are prepared for application and laid out |
| | | 2.4 | Suitable joining processes are selected and prepared |
| 3 | Apply fit and finish | 3.1 | Tools and equipment are used in accordance with workplace procedures, including use of personal protective equipment |
| | | 3.2 | Laminates are measured, marked and cut to size |
| | | 3.3 | Adhesives are applied according to workplace procedures and/or manufacturer instructions and the laminate applied to the substrata (base material) |
| | | 3.4 | Laminates are rolled or hammered to secure according to enterprise practices |
| | | 3.5 | Final trim and finishing are completed to specifications |
| | | 3.6 | Work is checked against required quality standards |
| 4 | Finalise operation and maintain equipment | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 4.2 | Tools and equipment are cleaned and left in a safe mode |
| | | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 4.4 | Off-cuts and unused materials are collected and stored for re-use or disposal following workplace procedures |
| | | 4.5 | Waste and scrap materials are dealt with following workplace procedures |


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures
- work carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving in applying laminates by hand
- competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components

**Tools and equipment include:**

- measuring tapes, rulers and marking equipment
- mallets and hammers
- squares, sliding bevels and protractors
- pincers and pliers
- chisels
- planes
- hand saws
- power/battery tools
- power drills/screwdrivers
- pneumatic tools, compressor and spray equipment
- clamps and cramps
- screwdrivers, spanners and files
- laminate rollers
- laminate trimmers and cutters


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| | |
|---|---|
| **Materials include:** | • adhesive spray gun, brushes and applicators<br>• scrapers<br>• timber<br>• manufactured board<br>• laminates<br>• timber strips<br>• adhesives and cleaning materials |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to use and operation of tools and equipment<br>• work instructions, including job sheets, plans, drawings and designs<br>• workplace procedures relating to reporting and communications<br>• manufacturer instructions for the use of equipment and materials |

# Unit Mapping Information

Supersedes and is equivalent to LMF2004B Apply sheet laminates by hand.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM2004 Apply sheet laminates by hand

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
  - minimise the risk of injury to self or others
  - prevent damage to goods, tools, equipment or products
  - maintain required production output and product quality
- Apply and finish laminates to at least three (3) different surfaces, including at least two (2) requiring laminate edging and with at least two (2) laminate joints in one or more surfaces
- Apply adhesive using three (3) different methods – spray, brush and scraper
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Types, characteristics, uses and limitations of laminates
- Interpretation of plan representation of furniture design
- Preparation of drawings/set-outs
- Identification of hand and/or power tools, materials, equipment, processes and procedures
- Work flow in relation to furniture production

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 plans, hand and/or power tools, equipment, laminates, finishing materials and woodworking machinery.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM2005 Join solid timber

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers joining solid timber required for the manufacture of solid timber flat surfaces.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## Elements and Performance Criteria

| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
|---|---|
| 1 Prepare the work | 1.1 Work instructions are used to determine job requirements, including process, materials, finish and quantity |
| | 1.2 Work sequence is planned |
| | 1.3 Procedures are determined for checking quality at each stage of the process |
| | 1.4 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.5 Suitable work area is selected for the task |
| | 1.6 Tools and equipment suitable for application are identified and checked for safe and effective operation |


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| | | | |
|---|---|---|---|
| 2 | Lay out and prepare materials | 2.1 | Timbers are selected and checked for defects following work instructions |
| | | 2.2 | Suitable joining processes are selected and prepared |
| | | 2.3 | Timbers are prepared for joining and laid out |
| 3 | Join timber | 3.1 | Timbers are measured, marked and cut to size |
| | | 3.2 | Machinery is used in accordance with workplace procedures, including use of personal protective equipment |
| | | 3.3 | Adhesives are applied according to workplace procedures and/or manufacturer instructions |
| | | 3.4 | Final trim and finishing are completed to specifications |
| | | 3.5 | Work is checked against required quality standards |
| 4 | Finalise operation and maintain equipment | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 4.2 | Machinery is cleaned and left in a safe mode |
| | | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 4.4 | Off-cuts and unused materials are collected and stored for re-use or disposal following workplace procedures |
| | | 4.5 | Waste and scrap materials are dealt with following workplace procedures |

## 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


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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.

| | |
|---|---|
| **Edge joining methods include:** | • butt and dowel<br>• moulded edge joint (finger-joint, tongue in groove and zig-zag)<br>• biscuit joint<br>• slip-tongue joint |
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving in joining solid timber<br>• competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components |
| **Machines include:** | • panel saw<br>• cross-cut saw<br>• rip saw<br>• surface planers<br>• panel planer<br>• spindle moulder<br>• sanders and vertical and horizontal drills |
| **Tools and equipment include:** | • measuring tapes or rulers<br>• hammers<br>• mallets<br>• squares<br>• bevels<br>• chisels<br>• planes<br>• hand saws<br>• power saws<br>• power drills<br>• biscuit machines<br>• pneumatic tools, compressor and spray equipment<br>• dowel jigs<br>• hoses |


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| | |
|---|---|
| **Materials include:** | • clamps and pincers<br>• adhesives<br>• abrasives and cleaning materials |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use and operation of tools and equipment<br>• workplace instructions, including job sheets, plans, drawings and designs<br>• workplace procedures relating to reporting and communications<br>• manufacturer instructions for the use of equipment and materials |

# Unit Mapping Information

Supersedes and is equivalent to LMFFM2005B Join solid timber.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM2005 Join solid timber

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
  - minimise the risk of injury to self and others
  - prevent damage to goods, equipment and products
  - maintain required production output and product quality
- Join at least four (4) solid timber tops of a minimum of three (3) sections and using a minimum of four (4) different edge joining methods
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Types, characteristics (including cupping, expansion, twisting, bowing, spring and grain direction), uses and limitations of timbers
- Interpretation of plan representation of furniture design
- Joining techniques and their effect on timbers
- Types of sawing methods, including back sawn and quarter sawn, and the impact of these on joining
- Preparation of drawings/set-outs
- Identification of hand and/or power tools, materials, equipment, processes and procedures
- Work flow in relation to furniture production

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 plans, hand and/or power tools, equipment, joining and finishing materials and woodworking machinery.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM2006 Hand make timber joints

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers joining timber by constructing joints using hand and portable power tools.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Prepare the work | 1.1 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.2 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 1.3 | Product purpose, furniture style and joint type are identified from workplace documentation |
| | | 1.4 | Tools, adhesives and fasteners are selected to match the joint type |
| 2 | Make joint | 2.1 | Cutting and joining lines are marked out to suit joint type |


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| | | | |
|---|---|---|---|
| | | 2.2 | Measurements and calculations are checked for accuracy to ensure quality outcomes |
| | | 2.3 | Timber is joined in accordance with workplace requirements |
| | | 2.4 | Fasteners and adhesives are used to make joints firm where required |
| | | 2.5 | Finished joint is checked against quality requirements |
| 3 | Finalise operation and maintain equipment | 3.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 3.2 | Machinery is cleaned and left in a safe mode |
| | | 3.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 3.4 | Off-cuts and unused materials are collected and stored for re-use or disposal following workplace procedures |
| | | 3.5 | Waste and scrap materials are dealt with following workplace procedures |

# 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.

**Joints include:**

- dowel
- mortise and tenon
- dovetail


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| | |
|---|---|
| | • lap joint<br>• biscuit joint<br>• finger joint<br>• housing joint<br>• mitre and bridle joints |
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, organisation insurance requirements, environment legislation, and manual handling procedures and relevant regulations |
| **Tools and equipment include:** | • chisels<br>• mallets<br>• mortise gauges<br>• vernier calipers<br>• vices<br>• dovetail saws<br>• tenon saws<br>• coping saws<br>• planes<br>• files<br>• hand drills<br>• power drills<br>• dowel jigs and power routers<br>• portable biscuit machines<br>• power planers<br>• power saws and power sanders |
| **Adhesives include:** | • resorcinol formaldehyde<br>• polyurethane<br>• epoxy<br>• cyanoacrylate |
| **Timbers include:** | • indigenous and overseas timbers |
| **Workplace requirements include:** | • visual appearance<br>• tolerance<br>• gaps or play in joints and strength |
| **Quality requirements include:** | • alignment<br>• neatness<br>• firmness and acceptable tolerances |


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| | |
|---|---|
| **Personal protective equipment includes:** | • that prescribed under legislation, regulation and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use and operation of tools<br>• production planning figures<br>• work instructions, including job sheets, plans, drawing and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer instructions for the use of equipment and materials |

# Unit Mapping Information

Supersedes and is equivalent to LMFFM2006B Hand make timber joints.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM2006 Hand make timber joints

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
  - prevent damage to goods, equipment and products
  - maintain required production output and product quality
  - minimise the risk of injury to self and others
- Select appropriate joint types for the furniture item and utilise at least three (3) different adhesive types
- Produce a minimum of four (4) different joint types in accordance with industry standards on tolerances with at least two (2) produced substantially by hand operations
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Characteristics, properties and selection criteria of adhesives used
- Capabilities and limitations of tools used
- Matching requirements of adhesives and fasteners to timbers/materials used
- Work flow in relation to the furniture items being made or repaired

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 tools, materials and equipment required to hand make timber joints.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM2007 Follow plans to assemble production furniture

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers assembling production furniture using modular construction methods and components to a given plan.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. |
|---|---|---|
| 1 | Prepare for assembly | 1.1 Work instructions are used to determine job requirements, including design, tolerances, process, materials, finish and quantity |
| | | 1.2 Assembly sequence is planned |
| | | 1.3 Procedures are determined for checking quality at each stage of the process |
| | | 1.4 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.5 Suitable work area is selected for the task |
| | | 1.6 Tools and equipment suitable to the assembly are selected |


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| | | | and checked for safe operation |
| | | 1.7 | Fixing and joining devices are selected in line with work instructions and type of materials to be joined |
| | | 1.8 | Components, hardware, fittings and attachments are collected |
| 2 | Assemble furniture | 2.1 | Components are laid out and joined using appropriate fastenings |
| | | 2.2 | Hand and/or power tools are used as required |
| | | 2.3 | Assembled furniture is checked for compliance with specifications |
| | | 2.4 | Doors, drawers, shelves and/or runners are prepared and fitted in accordance with set-out |
| | | 2.5 | Hardware and decorative accessories are applied to specification |
| | | 2.6 | Item is prepared for finishing, including the removal of bruises, scratches, dents and marks |
| | | 2.7 | Work is checked against required standard and non-conforming items rectified |
| | | 2.8 | Finished products are organised and stored in holding area |
| 3 | Finalise operation and maintain equipment | 3.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 3.2 | Machinery is cleaned and left in a safe mode |
| | | 3.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 3.4 | Off-cuts and unused materials are collected and stored for re-use or disposal following workplace procedures |
| | | 3.5 | Waste and scrap materials are dealt with following workplace procedures |


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# 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.

**Production furniture includes:**

- wall units
- vanity units
- kitchen cabinets
- sideboards/buffets
- drawer units
- display cabinets
- counters
- tables
- beds
- clocks

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving in the assembly of furniture
- competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components

**Tools and equipment include:**

- measuring tapes or rulers
- hammers
- mallets
- squares
- bevels


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| | |
|---|---|
| | • chisels<br>• planes<br>• hand saws<br>• power saws<br>• power drills<br>• pneumatic tools, compressor and spray equipment<br>• clamps<br>• screwdrivers<br>• pincers |
| **Materials include:** | • timber<br>• manufactured board<br>• glass<br>• alloys<br>• adhesives<br>• screws<br>• nails<br>• dowels<br>• knock-down fittings<br>• metal fasteners and associated hardware |
| **Assembled furniture checking process is to cover:** | • squareness, alignment and wind<br>• hardware, fittings and attachments<br>• functionality and tolerances<br>• conformity to work instruction and quality requirements |
| **Storage of assembled furniture must ensure that:** | • there is no obstruction to traffic<br>• products are not damaged in storage<br>• incompatible items are not stored together<br>• products are arranged to match the sequence of work |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |


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# Unit Mapping Information

Supersedes and is equivalent to LMFFM2007B Follow plans to assemble production furniture.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM2007 Follow plans to assemble production furniture

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
  - minimise the risk of injury to self and others
  - prevent damage to goods, equipment and products
  - maintain required production output and product quality
- Assemble at least two (2) items of production furniture, one (1) of manufactured board and one (1) of solid timber construction, with each featuring:
  - a door
  - a drawer
  - shelving
- Use mathematical ideas and techniques to correctly complete measurements, calculate area, estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Interpretation of plan representation of furniture design
- Preparation of drawings/set-outs
- Identification of hand and/or power tools, materials, equipment, processes and procedures
- Work flow in relation to furniture production

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 plans, equipment and materials required to assemble production furniture.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM2008 Bend and form cane

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers bending and forming cane for use in furniture construction.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## 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 | Tools, machines and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 1.3 | Furniture design, tolerances, process, materials and quantities are determined from work instructions |
| | | 1.4 | Work sequence is planned |
| | | 1.5 | Procedures are determined for checking quality at each stage of the process |
| | | 1.6 | Suitable work area is selected for the task |


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| | | | |
|---|---|---|---|
| | | 1.7 | Preparatory drawings/set-outs for tasks are completed, where required |
| 2 | Complete bending and forming process | 2.1 | Tools, machines and equipment are used in accordance with safety requirements and manufacturer specifications |
| | | 2.2 | Materials are visually inspected for flaws and faults |
| | | 2.3 | Cane is sanded to remove exterior blemishes, flaws or faults |
| | | 2.4 | Cane is prepared by straightening, where required, and marked for bending |
| | | 2.5 | Cane is heated in steam ovens or kilns in accordance with design/pattern bending requirements |
| | | 2.6 | Cane is bent in accordance with design/pattern requirements |
| | | 2.7 | Product is checked against plans at identified checkpoints to ensure compliance with specifications |
| | | 2.8 | Non-conformity with the required quality standards is rectified |
| 3 | Finalise operation and maintain equipment | 3.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 3.2 | Machinery is cleaned and left in a safe mode |
| | | 3.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 3.4 | Unused hardware is collected and stored for re-use or disposal following workplace procedures |
| | | 3.5 | Waste and scrap materials are dealt with following workplace procedures |


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# 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.

| | |
|---|---|
| **Cane furniture includes:** | • lounge chairs<br>• dining chairs<br>• tables<br>• side tables<br>• coffee tables<br>• entertainment units<br>• bookcases |
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work involves reading and interpreting plans, developing set-outs, using hand and/or power tools, equipment and operating machinery<br>• competency may be demonstrated in workplaces involved in the manufacture of cane furniture |
| **Tools and equipment include:** | • hand sanders and planers |
| **Machines include:** | • bench saws<br>• drop saws<br>• stationary sanding machines<br>• steam ovens or kilns<br>• bending presses |
| **Personal protective** | • that prescribed under legislation, regulations and enterprise |


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| | |
|---|---|
| **equipment includes:** | policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFM2008B Bend and form cane.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM2008 Bend and form cane

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Apply ventilation standards
- Follow work instructions, operating procedures and inspection practices to:
  - minimise the risk of injury to self and others
  - prevent damage to goods, equipment and products
  - maintain required production output and product quality
- Bend and form cane for a minimum of three (3) furniture items, including:
  - two or three seater lounge
  - oval dining table
  - dining chair
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Interpretation of plan representation of cane furniture design
- Preparation of drawings/set-outs
- Identification of hand and/or power tools, materials, equipment, processes and procedures
- Work flow in relation to cane bending and forming

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 plans, equipment and materials required to bend and form cane.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM2009 Construct cane furniture

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers constructing and assembling cane furniture.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## 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 | Tools, machines and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 1.3 | Furniture design, tolerances, process, materials and quantities are determined from work instructions |
| | | 1.4 | Construction and assembly sequence is planned |
| | | 1.5 | Procedures are determined for checking quality at each stage of the process |
| | | 1.6 | Suitable work area is selected for the task |


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|---|---|---|---|
| | | 1.7 | Preparatory drawings/set-outs for tasks are completed |
| | | 1.8 | Cutting list for components is developed |
| | | 1.9 | Materials are selected following work instructions |
| 2 | Complete construction | 2.1 | Material is set out and prepared according to work instructions and components are marked according to workplace procedures |
| | | 2.2 | Tools, machines and equipment are used in accordance with safety requirements and manufacturer specifications |
| | | 2.3 | Components are manufactured, including any specified shapes, angles or curves, and checked against set-out and job requirements |
| | | 2.4 | Components are assembled using jigs and/or clamps and fastenings |
| | | 2.5 | Adhesives are applied according to workplace procedures and/or manufacturer instructions |
| | | 2.6 | Joining process is undertaken according to workplace procedures |
| | | 2.7 | Assembled furniture is checked for compliance with specifications |
| | | 2.8 | Furniture is prepared for finishing |
| | | 2.9 | Any non-conformity with the required quality standards is rectified |
| 3 | Finalise operation and maintain equipment | 3.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 3.2 | Machinery is cleaned and left in a safe mode |
| | | 3.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 3.4 | Unused hardware is collected and stored for re-use or disposal following workplace procedures |
| | | 3.5 | Waste and scrap materials are dealt with following workplace procedures |


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# 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.

| | |
|---|---|
| **Cane furniture includes:** | • lounge chairs<br>• dining chairs<br>• tables<br>• side tables<br>• coffee tables<br>• entertainment units<br>• bookcases |
| **Preparation for finishing includes:** | • the application of binding cane/peel and the sanding of the furniture |
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work involves reading and interpreting plans, developing set-outs, using hand and power tools and equipment and operating woodworking machinery<br>• competency may be demonstrated in workplaces involved in the manufacture of cane furniture |
| **Tools and equipment include:** | • nail guns<br>• pin nailers<br>• glue guns<br>• measuring tapes or rulers<br>• hammers |


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| | |
|---|---|
| | • mallets<br>• squares<br>• bevels<br>• chisels<br>• hand saws<br>• power saws<br>• power drills/screwdrivers<br>• pneumatic tools, compressor and spray equipment<br>• clamps<br>• screwdrivers<br>• pincers |
| **Machines include:** | • band saws<br>• docking saws<br>• jig saws<br>• bench saws<br>• vertical drill presses and presses |
| **Checking of constructed product is to cover:** | • squareness<br>• parallel<br>• twist<br>• distortion |
| **Materials include:** | • adhesives<br>• screws<br>• nails<br>• binding cane<br>• steel bars<br>• metal recliner actions |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFM2009B Construct cane furniture.



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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM2009 Construct cane furniture

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
  - minimise the risk of injury to self and others
  - prevent damage to goods, equipment and products
  - maintain required production output and product quality
- Construct three (3) cane furniture items products, including:
  - a two or three seater lounge
  - an oval dining table
  - a dining chair
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Interpretation of plan representation of cane furniture design
- Preparation of drawings/set-outs
- Identification of hand and/or power tools, materials, equipment, processes and procedures
- Work flow in relation to cane furniture production

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 plans, equipment and materials required to construct cane furniture.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM2010 Set up and operate basic static machines

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers operating and maintaining basic static machines used for sawing, planing, sanding and drilling in the production of furniture.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## 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 instructions are used to determine job requirements, including design, quality, materials, equipment, and quantities |
| | | 1.2 | Cutting list and job specifications are read and interpreted |
| | | 1.3 | Work health and safety (WHS) requirements, including ventilation requirements and personal protection needs, are observed throughout the work |
| | | 1.4 | Material for machining is selected and inspected for quality |
| | | 1.5 | Machines, cutting tools and jigs are identified and checked for safe and effective operation |
| | | 1.6 | Procedures are determined for minimising waste material |


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| | | | |
|---|---|---|---|
| | | 1.7 | Procedures are identified for maximising energy efficiency while completing the job |
| 2 | Set up machines | 2.1 | Safety equipment, including emergency stops, gauges, guards and controls are checked |
| | | 2.2 | Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | | 2.3 | Trial runs are conducted to check machine operation, accuracy and quality of finished work |
| | | 2.4 | Necessary adjustments are made to machine settings |
| 3 | Operate machines | 3.1 | Machine start-up procedure is carried out in accordance with manufacturer instructions |
| | | 3.2 | Material is fed into machine in accordance with manufacturer instructions, safe handling procedures and standard workplace operating procedures |
| | | 3.3 | Machine is operated in accordance with its designed capacity and purpose, tooling requirements and to manufacturer recommendations |
| | | 3.4 | Machine operation is monitored to ensure product quality and output |
| | | 3.5 | Waste quantities are checked and minimised |
| | | 3.6 | Items that do not meet quality requirements are repaired, recycled or discarded according to workplace procedures |
| | | 3.7 | Problems with the required work and/or the operation of the machine are identified and reported to appropriate persons |
| 4 | Finalise operation and maintain equipment | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 4.2 | Machinery is cleaned and left in a safe mode |
| | | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 4.4 | Unused hardware is collected and stored for re-use or disposal following workplace procedures |


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4.5 Waste and scrap materials are dealt with following workplace procedures

# 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.

**Basic static machines include:**

- cross-cut saw
- rip saw
- panel saw
- surface planer (buzzer/jointer)
- disc sander
- belt sander, including linisher, edge sander and stroke (Lacey) sander
- vertical drill press
- horizontal borer (single bit)
- band saw
- panel planer (thicknesser)
- bobbin sander

**Tasks include:**

- docking, including:
  - (oversize + 20 mm)
  - (accurate to +/- 0.25 mm)
  - square (no tolerance)
- parallel rip (oversize by 5 mm+)
- setting up scribe saw
- setting up riving knife to AS 1473-1991 Guarding and safe use of woodworking machinery
- cutting flat panel board (off rip fence using scribe saw)
- cutting flat panel board (off cross-cut fence using scribe saw)


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- machining face
- machining edge
- machining chamfer or bevel
- sanding straight surface
- sanding convex surface
- sanding end grain
- removing/replacing belts
- sanding veneer face of flat panel board
- sanding solid timber face
- sanding solid timber edges (remove arris/shape)
- selecting and replacing drill bits
- drilling holes to pre-determined depths vertically
- drilling holes to pre-determined depths horizontally
- hinge boring
- removing/replacing saw blade
- folding, unfolding, reversing saw blade
- blade identification/selection
- off fence ripping
- freehand ripping
- freehand curve cutting
- parallel plane width
- parallel plane thickness
- sand concave surface
- machine fault-finding

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving in the set up, operation and maintenance of machines
- competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components

**Materials to be machined include:**

- solid timber
- manufactured board
- metal
- uPVC


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| | |
|---|---|
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFM2010B Set up, operate and maintain basic static machines.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM2010 Set up and operate basic static machines

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Read and interpret cutting lists and job specifications to prepare for work
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Identify, set up, operate and monitor the machines and complete the tasks identified in the Range of Conditions
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Range, characteristics, uses and limitations of basic static machines
- Characteristics of materials and uses of products produced
- Workplace:
  - quality standards and procedures
  - guidelines regarding acceptable tolerance levels
  - safety policies and procedures
- Procedures for reporting machinery faults and material defects

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 basic static machinery, standard operating procedures and unprocessed materials.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM2011 Apply manufactured board conversion techniques

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers setting out and cutting manufactured board to produce component parts of flat panel furniture and manufactured board panel doors applying manufactured board conversion techniques.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## 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 instructions are used to determine job requirements, including design, quality, materials, equipment and quantities |
| | | 1.2 | Cutting list and job specifications are read and interpreted |
| | | 1.3 | Work health and safety (WHS) requirements, including ventilation requirements and personal protection needs, are observed throughout the work |
| | | 1.4 | Material for machining is selected and inspected for quality |
| | | 1.5 | Cutting patterns are applied to minimise waste material |
| | | 1.6 | Procedures are identified for maximising energy efficiency |


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| | | | |
|---|---|---|---|
| | | | while completing the job |
| 2 | Set up machines | 2.1 | Safety equipment, including emergency stops, gauges, guards and controls are checked |
| | | 2.2 | Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | | 2.3 | Machines, cutting tools and jigs are identified and checked for safe and effective operation |
| | | 2.4 | Trial runs are conducted to check machine operation, accuracy and quality of finished work |
| | | 2.5 | Necessary adjustments are made to machine settings |
| 3 | Apply conversion techniques | 3.1 | Machine start-up procedure is carried out in accordance with manufacturer instructions |
| | | 3.2 | Material is fed/placed into machine in accordance with manufacturer instructions, safe handling procedures and standard workplace operating procedures |
| | | 3.3 | Machine is operated in accordance with its designed capacity and purpose, tooling requirements and to manufacturer recommendations |
| | | 3.4 | Machine operation is monitored to ensure product quality and output |
| | | 3.5 | Waste quantities are checked and minimised |
| | | 3.6 | Items that do not meet quality requirements are repaired, recycled or discarded according to workplace procedures |
| | | 3.7 | Problems with the required work and/or the operation of the machine are identified and reported to appropriate persons |
| 4 | Finalise operation and maintain equipment | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 4.2 | Machinery is cleaned and left in a safe mode |
| | | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 4.4 | Unused hardware is collected and stored for re-use or |


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disposal following workplace procedures

4.5 Waste and scrap materials are dealt with following workplace procedures

# 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.

**Products of conversion techniques include:**

- end panels
- shelving
- bench tops
- backs
- bottoms
- doors and fixing rails

**Machines include:**

- panel saw with scoring blade
- numerically controlled (NC) beam saw and wall saw

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving in the set up, operation and maintenance of machines
- competency may be demonstrated in workplaces involved in the production of manufactured board domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or


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| | |
|---|---|
| | components |
| **Tools and equipment include:** | • measuring devices<br>• machine associated tools<br>• materials handling equipment/lifting devices |
| **Manufactured board includes:** | • raw board<br>• melamine surfaces<br>• veneered board<br>• plywood and hard board |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFM2011B Apply manufactured board conversion techniques.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM2011 Apply manufactured board conversion techniques

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Read and interpret cutting lists and job specifications to prepare for work
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Apply at least five (5) different conversion operations using different operations/methods, including the:
  - preparation of cutting plans to minimise waste
  - selection of the correct materials
  - cutting at least one (1) surfaced board requiring the use of a panel saw using a scoring blade
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Types, characteristics, uses and limitations of manufactured board
- Range, characteristics, uses and limitations of panel saw (with and without a scoring blade), NC beam saw and wall saw
- Workplace:
  - quality standards and procedures
  - guidelines regarding acceptable tolerance levels
  - safety policies and procedures
- Procedures for reporting machinery faults and material defects


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# 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 selected saws, materials handling equipment and unprocessed materials required to apply manufactured board conversion techniques.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM2012 Set up, operate and maintain pressure and clamping machines

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers setting up, operating and maintaining pressure and clamping machines using their full potential and capacities in the production of furniture.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## 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 instructions are used to determine job requirements, including design, quality, materials, equipment and quantities |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Material for machining is selected and inspected for quality |
| | | 1.4 | Pressure and clamping machines, cutting tools and jigs are identified and checked for safe and effective operation |
| | | 1.5 | Procedures are determined for minimising waste material |


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| | | | |
|---|---|---|---|
| | | 1.6 | Procedures are identified for maximising energy efficiency while completing the job |
| 2 | Set up machines | 2.1 | Safety equipment, including emergency stops, gauges, guards and controls are checked |
| | | 2.2 | Pressure and clamping machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | | 2.3 | Trial runs are conducted to check machine operation, accuracy and quality of finished work |
| | | 2.4 | Necessary adjustments are made to machine settings |
| 3 | Operate machines | 3.1 | Machine start-up procedure is carried out in accordance with manufacturer instructions |
| | | 3.2 | Material is placed into machine in accordance with manufacturer instructions, tooling requirements, safe handling procedures and standard workplace operating procedures |
| | | 3.3 | Machine is operated in accordance with its designed capacity and purpose and to manufacturer recommendations |
| | | 3.4 | Machine operation is monitored to ensure product quality and output |
| | | 3.5 | Items that do not meet quality requirements are recycled or discarded according to workplace procedures |
| | | 3.6 | Problems with the required work and/or the operation of the machine are identified and reported to appropriate persons |
| 4 | Finalise operation and maintain equipment | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 4.2 | Machinery is cleaned and left in a safe mode |
| | | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 4.4 | Unused material is collected and stored for re-use or disposal following workplace procedures |


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4.5 Waste and scrap materials are dealt with following workplace procedures

# 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.

| | |
|---|---|
| **Pressure and clamping machines include:** | • manual clamps and presses<br>• hydraulic vacuum presses and clamping machines<br>• post-forming machines |
| **Materials to be pressed/clamped include:** | • solid timber<br>• manufactured board and decorative treatments<br>• laminates |
| **Products include:** | • vacuum formed doors<br>• widening joints<br>• framed construction<br>• drawers and laminating veneers |
| **Unit scope includes:** | • individuals to read and interpret production instructions, complete adjustments to machine configurations and settings, using jigs and fixtures, select and apply adhesives and operate machines to finish products |
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, |


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| | |
|---|---|
| | judgement and problem solving in the set up and operation of machines<br>• competency may be demonstrated in workplaces involved in the manufacture of domestic and commercial furniture, including kitchen and bathroom cabinets and/or furniture components |
| **Tools and equipment include:** | • screwdrivers<br>• hammers and spanners |
| **Materials include:** | • pressure and clamping machine consumables<br>• oils and lubricants, trial materials and packing |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFM2012B Set up, operate and maintain pressure and clamping machines.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM2012 Set up, operate and maintain pressure and clamping machines

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Read and interpret cutting lists and job specifications to prepare for work
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
  - minimise the risk of injury to self or others
  - prevent damage and wastage of goods, equipment and products
  - maintain required production output and product quality
- Identify, set up, operate and maintain at least one (1) pneumatically/hydraulically operated pressure and clamping machine to perform a significant production function covering three (3) different set-ups
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Types, characteristics, uses and limitations of pressure and clamping machines
- Pressure and clamping processes and techniques
- Characteristics of materials and uses of products produced
- Workplace safety policies and procedures
- Procedures for reporting machinery faults and material defects

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 pressure and clamping machinery, standard operating procedures, unprocessed materials and a work area.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM3001 Construct chair and couch frames

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers constructing and assembling chair and couch frames.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## 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 instructions are used to determine job requirements, including design, tolerances, process, materials, finish and quantity |
| | | 1.2 | Construction and assembly sequence is planned |
| | | 1.3 | Procedures are determined for checking quality at each stage of the process |
| | | 1.4 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.5 | Suitable work area is selected for the task |
| | | 1.6 | Preparatory drawings/set-outs for tasks are completed |


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| | | | |
|---|---|---|---|
| | | 1.7 | Cutting list for components is developed |
| | | 1.8 | Materials are selected following work instructions |
| | | 1.9 | Tools and equipment suitable for construction are identified and checked for safe and effective operation |
| 2 | Complete construction | 2.1 | Material is set out and prepared according to work instructions and components are marked according to workplace procedures |
| | | 2.2 | Tools, machines and equipment are used in accordance with safety requirements and manufacturer specifications |
| | | 2.3 | Components are manufactured, including any specified shapes, angles or curves, and checked against set-outs and job requirements |
| | | 2.4 | Components are assembled using jigs and/or clamps and fastenings |
| | | 2.5 | Adhesives are applied according to workplace procedures and/or manufacturer instructions |
| | | 2.6 | Joining process is undertaken according to workplace procedures |
| | | 2.7 | Assembled chair/couch is checked for compliance with specifications |
| | | 2.8 | Item is finished to suitable state for surface preparation |
| | | 2.9 | Any non-conformity with the required quality standards is rectified |
| 3 | Finalise operation and maintain equipment | 3.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 3.2 | Machinery is cleaned and left in a safe mode |
| | | 3.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 3.4 | Unused hardware is collected and stored for re-use or disposal following workplace procedures |
| | | 3.5 | Waste and scrap materials are dealt with following workplace procedures |


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# 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.

| | |
|---|---|
| **Chair and couch frames include:** | • dining chairs<br>• office chairs<br>• lounge chairs<br>• sofas/settees |
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work involves reading and interpreting plans, developing set-outs, using hand and power tools, equipment and operating woodworking machinery<br>• competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture and/or furniture components |
| **Tools and equipment include:** | • measuring tapes or rulers<br>• hammers<br>• mallets<br>• squares<br>• bevels<br>• chisels<br>• planes<br>• hand saws |


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- power saws
- cordless drills/screwdrivers
- power drills
- fixing and joining devices
- jigs
- clamping devices
- pincers

**Machines include:**

- band saws
- cross-cut saws
- docking saws
- mitre saws
- panel and rip saws
- surface planers (buzzers)
- panel planers (thicknessers)
- lacey sanders
- horizontal borers
- vertical drill presses
- edge sanders
- pedestal grinders
- wood turning lathes
- presses

**Materials include:**

- timber
- manufactured board
- adhesives
- screws
- nails
- bolts
- dowels
- metal fasteners
- steel
- plastics

**Checking of constructed product is to cover:**

- squareness, alignment and wind
- hardware, fittings and attachments
- functionality and tolerances
- meets design specifications

**Personal protective equipment includes:**

- that prescribed under legislation, regulations and enterprise policies and practices

**Information and procedures include:**

- workplace procedures relating to the use of tools and equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs


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- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

# Unit Mapping Information

Supersedes and is equivalent to LMFFM3001B Construct chair and couch frames.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM3001 Construct chair and couch frames

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
  - minimise the risk of injury to self or others
  - prevent damage to goods, equipment or products
  - maintain required production output and product quality
- Construct at least three (3) significant chair and couch frames
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Interpretation of plan representation of furniture design, including ergonomic principles
- Preparation of drawings/set-outs
- Work flow in relation to furniture production
- Identification of hand and/or power tools, materials, equipment, processes and procedures

## 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.


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- 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 plans, tools and equipment required to construct chair and couch frames.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM3002 Construct furniture using leg and rail method

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers following plans to construct and assemble furniture using leg and rail construction.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## 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 instructions are used to determine job requirements, including design, tolerances, process, materials, finish and quantity |
| | | 1.2 | Construction and assembly sequence are planned |
| | | 1.3 | Procedures are determined for checking quality at each stage of the process |
| | | 1.4 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.5 | Suitable work area is selected for the task |
| | | 1.6 | Preparatory drawings/set-outs/rods for tasks are completed |


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| | | | |
|---|---|---|---|
| | | 1.7 | Cutting list for components is developed |
| | | 1.8 | Materials are selected following work instructions |
| | | 1.9 | Tools and equipment suitable for construction are identified and checked for safe and effective operation |
| 2 | Complete construction | 2.1 | Material is set out and prepared according to work instructions and components are marked according to workplace procedures |
| | | 2.2 | Tools, machines and equipment are used in accordance with safety requirements and manufacturer specifications |
| | | 2.3 | Components are manufactured, including any specified shapes, angles or curves, and checked against set-outs and job requirements |
| | | 2.4 | Components are assembled using jigs and/or clamps and fastenings |
| | | 2.5 | Adhesives are applied according to workplace procedures and/or manufacturer instructions |
| | | 2.6 | Joining process is undertaken according to workplace procedures |
| | | 2.7 | Assembled furniture is checked for compliance with specifications |
| | | 2.8 | Furniture is finished to suitable state for surface preparation |
| | | 2.9 | Any non-conformity with the required quality standards is rectified |
| 3 | Finalise operation and maintain equipment | 3.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 3.2 | Machinery is cleaned and left in a safe mode |
| | | 3.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 3.4 | Unused hardware is collected and stored for re-use or disposal following workplace procedures |
| | | 3.5 | Waste and scrap materials are dealt with following |


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workplace procedures

## 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.

| | |
|---|---|
| **Furniture to be constructed using the leg and rail method include:** | • dining<br>• occasional<br>• hall and side tables<br>• dining and occasional chairs<br>• cabinets |
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components |
| **Traditional jointing methods include:** | • mortise and tenon<br>• mitre<br>• dowel<br>• bridle |
| **Tools and equipment include:** | • measuring tapes or rulers<br>• hammers<br>• mallets<br>• squares |


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- bevels
- chisels
- planes
- hand saws
- power saws
- cordless drills/screwdrivers
- power drills
- fixing and jointing devices
- pneumatic tools, compressor and spray equipment
- jigs
- clamps and pincers

**Machines include:**

- band saws
- cross-cut saws
- jig saws
- panel and rip saws
- surface planers
- panel planers
- belt sanders
- horizontal borers
- vertical drill presses
- furniture mortise and tenoner
- dovetailers
- pedestal grinders
- wood-turning lathes
- veneer guillotines and presses

**Materials include:**

- timber
- manufactured board
- adhesives
- screws
- nails
- dowels
- knock-down fittings

**Checking of constructed product is to cover:**

- squareness, alignment and wind
- hardware, fittings and attachments
- functionality and tolerances
- meets design specifications
- distortion and product faults

**Personal protective equipment includes:**

- that prescribed under legislation, regulations and enterprise policies and practices

**Information and procedures include:**

- workplace procedures relating to the use of tools and equipment


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- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

# Unit Mapping Information

Supersedes and is equivalent to LMFFM3002B Construct furniture using leg and rail method.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM3002 Construct furniture using leg and rail method

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- 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
- Construct a minimum of two (2) furniture products, using mortise and tenon, mitre, dowel and bridle, which are to include:
  - a table with a drawer
  - a chair with shaped and angled components
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Interpretation of plan representation of furniture design
- Preparation of drawings/set-outs/rods
- Types, characteristics, properties and limitations of timber used in furniture construction
- Material selection and structural standards
- Application of ergonomic principles and guidelines to furniture construction
- Identification of hand and/or power tools, materials, equipment, processes and procedures
- Work flow in relation to furniture production

## Assessment Conditions

- Assessors must:


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  - 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 plans, tools and equipment required to construct furniture using leg and rail method.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM3003 Produce angled and curved furniture using manufactured board

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers constructing and assembling manufactured board furniture using angled and curved construction methods.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## 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 instructions are used to determine job requirements, including design, tolerances, process, materials, finish and quantity |
| | | 1.2 | Construction and assembly sequence are planned |
| | | 1.3 | Procedures are determined for checking quality at each stage of the process |
| | | 1.4 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.5 | Suitable work area is selected for the task |


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| | | | |
|---|---|---|---|
| | | 1.6 | Preparatory drawings and set-outs for tasks are completed |
| | | 1.7 | Cutting list for components is developed |
| | | 1.8 | Materials are selected following work instructions |
| | | 1.9 | Tools and equipment suitable for construction are identified and checked for safe and effective operation |
| 2 | Complete construction | 2.1 | Materials are set out and prepared according to work instructions and components are marked according to industry practices |
| | | 2.2 | Tools, machines and equipment are used in accordance with safety requirements and manufacturer specifications |
| | | 2.3 | Materials are bent and formed in accordance with the plan |
| | | 2.4 | Components are manufactured and checked against set-out for tolerances, fit and accuracy |
| | | 2.5 | Components are assembled and checked against set-out for accuracy, fit, twist and distortion |
| | | 2.6 | Doors, drawers and shelves are assembled and fitted |
| | | 2.7 | Product is prepared for final finish, including the removal of bruises, scratches, dents and marks |
| | | 2.8 | Product is checked against plans at identified checkpoints |
| 3 | Finalise operation and maintain equipment | 3.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 3.2 | Machinery is cleaned and left in a safe mode |
| | | 3.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 3.4 | Unused hardware is collected and stored for re-use or disposal following workplace procedures |
| | | 3.5 | Waste and scrap materials are dealt with following workplace procedures |


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# 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.

**Furniture includes:**

- angled cabinets and curved cabinets with rails
- counters and display units

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work involves reading and interpreting plans, developing set-outs, using hand and/or power tools, equipment and operating woodworking machinery
- competency may be demonstrated in workplaces involved in the manufacture of domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components

**Tools and equipment include:**

- measuring tapes or rulers
- hammers
- mallets
- squares
- bevels
- chisels
- planes
- hand saws
- power saws
- power drills/screwdrivers
- pneumatic tools, compressor and spray equipment
- clamps


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| | |
|---|---|
| | • screwdrivers<br>• pincers |
| **Machines include:** | • band saws<br>• cross-cut saws<br>• mitre saws<br>• panel saws<br>• surface planers<br>• panel planers<br>• belt sanders<br>• horizontal borers<br>• vertical drill presses<br>• dovetailers<br>• pedestal grinders<br>• veneer guillotines and presses |
| **Materials include:** | • manufactured board<br>• adhesives<br>• screws<br>• nails<br>• dowels<br>• knock-down fittings<br>• glass<br>• decorative finishes<br>• abrasive paper and finishing materials |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFM3003B Produce angled and curved furniture using manufactured board.



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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM3003 Produce angled and curved furniture using manufactured board

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection processes to:
  - minimise the risk of injury to self or others
  - prevent damage to goods, equipment or products
  - maintain required production output and product quality
- Produce a minimum of two (2) significant manufactured board products which must include one (1) curved cabinet with rails and one (1) cabinet with glass shelves, panels and doors
- Conduct operator maintenance on machines and related tools and equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Types, characteristics, uses and limitations of manufactured board
- Interpretation of plan representation of furniture design
- Preparation of drawings and set-outs
- Identification of hand and/or power tools, materials, equipment, processes and procedures
- Work flow in relation to furniture production

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 plans, tools and equipment required to produce angled and curved furniture using manufactured board.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM3004 Produce angled and curved furniture using solid timber

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers constructing and assembling solid timber furniture using angular construction methods.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## 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 instructions are used to determine job requirements, including design, tolerances, process, materials, finish and quantity |
| | | 1.2 | Construction and assembly sequence are planned |
| | | 1.3 | Procedures are determined for checking quality at each stage of the process |
| | | 1.4 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.5 | Suitable work area is selected for the task |


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| | | | |
|---|---|---|---|
| | | 1.6 | Preparatory drawings and set-outs for tasks are completed |
| | | 1.7 | Cutting list for components is developed |
| | | 1.8 | Materials are selected following work instructions |
| | | 1.9 | Tools and equipment suitable for construction are identified and checked for safe and effective operation |
| 2 | Complete construction | 2.1 | Materials are set out and prepared according to work instructions and components are marked according to industry practices |
| | | 2.2 | Tools, machines and equipment are used in accordance with safety requirements and manufacturer specifications |
| | | 2.3 | Materials are bent and formed in accordance with the plan |
| | | 2.4 | Components are manufactured and checked against set-outs for tolerances, fit and accuracy |
| | | 2.5 | Components are assembled and checked against set-outs for accuracy, fit, twist and distortion |
| | | 2.6 | Doors, drawers and shelves are assembled and fitted |
| | | 2.7 | Product is prepared for final finish, including the removal of bruises, scratches, dents and marks |
| | | 2.8 | Product is checked against plans at identified checkpoints |
| 3 | Finalise operation and maintain equipment | 3.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 3.2 | Machinery is cleaned and left in a safe mode |
| | | 3.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 3.4 | Unused hardware is collected and stored for re-use or disposal following workplace procedures |
| | | 3.5 | Waste and scrap materials are dealt with following workplace procedures |


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# 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.

| | |
|---|---|
| **Furniture includes:** | • angular structures and curved cabinets incorporating rails and oval design |
| **Material bending and forming techniques include:** | • steam/heat and bend<br>• groove and bend |
| **Unit scope includes:** | • reading and interpreting plans<br>• developing set-outs<br>• preparing and using jig, templates and shaped cauls<br>• using hand and/or power tools and equipment and operating woodworking machinery |
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• competency may be demonstrated in workplaces involved in the manufacture of solid timber domestic furniture, commercial furniture and/or furniture components |
| **Tools and equipment include:** | • measuring tapes or rulers<br>• hammers<br>• mallets<br>• squares<br>• bevels<br>• chisels<br>• planes |


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| | |
|---|---|
| | • hand saws<br>• power saws<br>• power drills/screwdrivers<br>• pneumatic tools, compressor and spray equipment<br>• clamps<br>• screwdrivers<br>• pincers |
| **Machines include:** | • band saws<br>• cross-cut saws<br>• mitre saws<br>• panel and rip saws<br>• surface planers<br>• panel planers<br>• belt sanders<br>• horizontal borers<br>• vertical<br>• drill presses<br>• dovetailers<br>• pedestal grinders<br>• wood-turning lathes<br>• veneer guillotines and presses |
| **Materials include:** | • timber<br>• adhesives<br>• screws<br>• nails<br>• dowels<br>• knock-down fittings<br>• glass<br>• decorative finishes<br>• abrasive paper and finishing materials |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |


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# Unit Mapping Information

Supersedes and is equivalent to LMFFM3004B Produce angled and curved furniture using solid timber.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM3004 Produce angled and curved furniture using solid timber

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection processes to:
  - minimise the risk of injury to self or others
  - prevent damage to goods, equipment or products
  - maintain required production output and product quality
- Produce a minimum of two (2) significant timber products which must include:
  - one (1) curved cabinet with rails
  - one (1) item involving oval design using traditional construction methods and jointing
- Conduct operator maintenance on machines and related tools and equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Types, characteristics, uses and limitations of solid timbers most common to furniture production
- Interpretation of plan representation of furniture design
- Preparation of drawings/set-outs/rods and geometrical concepts
- Identification of hand and/or power tools, materials, equipment, processes and procedures
- Work flow in relation to furniture production

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 plans, tools and equipment required to produce angles and curved furniture using solid timber.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM3005 Fabricate custom furniture

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers planning, constructing and assembling custom furniture in response to specific orders and job requests.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## 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 Custom job requirements, including design, tolerances, process, materials, finish and quantity, are determined from job request and customer specifications |
| | | 1.2 Construction and assembly sequence are planned |
| | | 1.3 Procedures are determined for checking quality at each stage of the process |
| | | 1.4 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.5 Suitable work area is selected for the task |
| | | 1.6 Preparatory drawings and set-outs for tasks are completed |


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| | | | |
|---|---|---|---|
| | | 1.7 | Cutting list for components is developed |
| | | 1.8 | Materials are selected following work instructions |
| | | 1.9 | Tools and equipment suitable for construction are identified and checked for safe and effective operation |
| 2 | Complete construction | 2.1 | Materials are set out and prepared according to work instructions and components are marked according to industry practices |
| | | 2.2 | Tools, machines and equipment are used in accordance with safety requirements and manufacturer specifications |
| | | 2.3 | Materials are bent and formed in accordance with the plan |
| | | 2.4 | Components are manufactured and checked against set-outs for tolerances, fit and accuracy |
| 3 | Assemble custom furniture | 3.1 | Components are assembled and checked against set-outs for accuracy, fit, twist and distortion |
| | | 3.2 | Doors, drawers and shelves are assembled and fitted |
| | | 3.3 | Hardware and decorative accessories are applied to specification |
| | | 3.4 | Product is prepared for final finish, including the removal of bruises, scratches, dents and marks |
| | | 3.5 | Product is checked against plans at identified checkpoints and customer acceptance determined |
| 4 | Finalise operation and maintain equipment | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 4.2 | Machinery is cleaned and left in a safe mode |
| | | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 4.4 | Unused hardware is collected and stored for re-use or disposal following workplace procedures |
| | | 4.5 | Waste and scrap materials are dealt with following workplace procedures |


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# 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.

**Custom furniture includes:**

- one-off manufacture in response to specific customer requirements. It does not include variations or modification to a production line item. It covers:
  - wall units
  - vanity units
  - kitchen cabinets
  - sideboards/buffets
  - drawer units
  - display cabinets
  - counters
  - tables
  - beds

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work involves reading and interpreting plans, customer liaison, developing set-outs, using hand and/or power tools, equipment and operating woodworking machinery
- competency may be demonstrated in workplaces involved in the manufacture of solid timber domestic furniture, commercial furniture and/or furniture components

**Material bending and forming techniques**

- steam and bend
- machined curves


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**include:**

| | |
|---|---|
| **Tools and equipment include:** | • measuring tapes or rulers<br>• hammers<br>• mallets<br>• squares<br>• bevels<br>• chisels<br>• planes<br>• hand saws<br>• power saws<br>• portable routers and trimmers<br>• power drills/screwdrivers<br>• pneumatic tools, compressor and spray equipment<br>• hoses<br>• clamps<br>• screwdrivers and pincers |
| **Machines include:** | • band saws<br>• cross-cut saws<br>• mitre saws<br>• panel and rip saws<br>• surface planers<br>• panel planers<br>• shaping machines and jigs<br>• sanders<br>• horizontal borers<br>• vertical drill presses<br>• dovetailers<br>• pedestal grinders<br>• wood-turning lathes<br>• veneer guillotines and presses |
| **Materials include:** | • timber<br>• adhesives<br>• screws<br>• nails<br>• dowels<br>• metal fasteners<br>• knock-down fittings<br>• glass<br>• decorative finishes and abrasive paper |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |


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| | |
|---|---|
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFM3005B Fabricate custom furniture.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM3005 Fabricate custom furniture

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling practices for equipment, products and materials
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection processes to:
  - minimise the risk of injury to self or others
  - prevent damage to goods, equipment or products
  - maintain required production output and product quality
- Produce one (1) significant furniture item to customer specifications in terms of dimensions, materials, function and aesthetics using:
  - custom-developed machining processes and outcomes
  - custom development and completion of assembly techniques and processes
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Types, characteristics, uses and limitations of materials most common to furniture production
- Interpretation of plan representation of furniture design
- Preparation of drawings/set-outs/rods
- Identification of hand and/or power tools, materials, equipment, processes and procedures
- Work flow in relation to furniture production

## Assessment Conditions

- Assessors must:


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  - 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 plans, tools and equipment required to fabricate custom furniture.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM3006 Install furnishing products

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers the installation of furnishing products to a given plan.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## 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 instructions are used to determine job requirements, including location, type of installation, tolerances, process, finish and quality |
| | | 1.2 | Installation location and sequence are planned |
| | | 1.3 | Procedures are determined for checking quality at each stage of the process |
| | | 1.4 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.5 | Hardware, fittings and attachments are collected |
| | | 1.6 | Tools and equipment suitable for installation are identified and checked for safe and effective operation |


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| | | | |
|---|---|---|---|
| | | 1.7 | Fixing and joining devices are selected in line with work instructions and types of materials |
| | | 1.8 | Required installation aids are selected and checked for suitability for purpose |
| 2 | Complete installation | 2.1 | Site is prepared for installation |
| | | 2.2 | Furnishing products are prepared to site requirements |
| | | 2.3 | Hand and/or power tools and equipment are used in accordance with workplace requirements, including use of personal protective equipment |
| | | 2.4 | Fixing methods are undertaken according to site conditions |
| | | 2.5 | Installed furniture product is checked for compliance with specification |
| | | 2.6 | Tops and/or appliances are installed in accordance with plans and specifications |
| | | 2.7 | Hardware and decorative accessories are installed |
| | | 2.8 | Work is checked against required quality standards |
| 3 | Finalise operation and maintain equipment | 3.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 3.2 | Machinery is cleaned and left in a safe mode |
| | | 3.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 3.4 | Unused hardware is collected and stored for re-use or disposal following workplace procedures |
| | | 3.5 | Waste and scrap materials are dealt with following workplace procedures |


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# 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.

**Furnishing products for installation include:**

- kitchen cabinets
- bathroom cabinets
- wall units
- desks
- counters
- wardrobes
- dressing tables
- entertainment units
- laundry cabinets

**Appliances to be installed include:**

- ovens
- range hoods
- sinks
- basins
- cooktops
- refrigerators

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving in the installation of furnishing products
- competency may be demonstrated on worksites of enterprises involved in the installation of solid timber furniture, domestic furniture, commercial furniture, kitchen


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| | |
|---|---|
| | and bathroom cabinets |
| **Tools and equipment include:** | • measuring tapes or rulers<br>• hammers<br>• mallets<br>• squares<br>• bevels<br>• chisels<br>• levels<br>• plumb lobs<br>• planes<br>• hand saws<br>• power saws<br>• power planers<br>• cordless drills<br>• power drills<br>• screwdrivers<br>• explosive fixing gun<br>• clamps<br>• supporting devices<br>• screwdrivers |
| **Materials include:** | • timber<br>• manufactured board<br>• laminates<br>• granite<br>• marble<br>• stainless steel<br>• adhesives<br>• screws<br>• nails<br>• masonry anchors<br>• dowels<br>• cavity wall fixing |
| **Product checking is to cover:** | • level<br>• plumb<br>• twirl<br>• alignment of doors and/or drawers |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, |


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drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

## Unit Mapping Information

Supersedes and is equivalent to LMFFM3006B Install furnishing.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM3006 Install furnishing products

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Follow work instructions, operating procedures and inspection practices to:
  - minimise the risk of injury to self or others
  - prevent damage to goods, tools, equipment or products
  - maintain required production output and product quality
- Install four (4) different and significant furnishing products, including at least:
  - one (1) floor mounted
  - one (1) wall mounted
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Interpretation of plan representation of furniture design
- Preparation of drawings/set-outs
- Work flow in relation to furniture production
- Identification of hand and/or power tools, materials, equipment, processes and procedures

## 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.


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- 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 plans, tools and equipment required to install furnishing products.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM3007 Prepare and apply decorative surfaces for furniture

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers preparing, constructing and applying veneers and inlays to furniture components.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## Elements and Performance Criteria

| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
|---|---|
| 1 Prepare the work | 1.1 Work instructions are used to determine job requirements, including design, tolerances, process, materials, finish and quantity |
| | 1.2 Construction sequence is planned |
| | 1.3 Procedures are determined for checking quality at each stage of the process |
| | 1.4 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.5 Suitable work area is selected for the task |
| | 1.6 Tools and equipment suitable for construction are |


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| | | | identified and checked for safe and effective operation |
| 2 | Lay out and prepare materials | 2.1 | Materials are selected and checked for flaws following work instructions |
| | | 2.2 | Materials are laid out to requirements |
| | | 2.3 | Suitable joining points are selected |
| | | 2.4 | Material is prepared for cutting |
| 3 | Construct and apply decorative surfaces | 3.1 | Material is cut to size and required thickness |
| | | 3.2 | Materials are laid out in the required design |
| | | 3.3 | Machinery is used in accordance with workplace procedures, including use of personal protective equipment |
| | | 3.4 | Items are cut to requirements |
| | | 3.5 | Joining process is undertaken according to workplace procedures |
| | | 3.6 | Adhesives are applied according to workplace procedures and/or manufacturer instructions |
| | | 3.7 | Work is checked against required quality standards |
| | | 3.8 | Any non-conformity with the required quality standards is rectified |
| 4 | Finalise operation and maintain equipment | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 4.2 | Machinery is cleaned and left in a safe mode |
| | | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 4.4 | Unused hardware is collected and stored for re-use or disposal following workplace procedures |
| | | 4.5 | Waste and scrap materials are dealt with following workplace procedures |


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving in preparation and application of decorative surfaces
- competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components

**Tools and equipment include:**

- measuring tapes or rulers
- knives
- mallets
- squares
- bevels
- chisels
- planes
- clamps and portable vacuum presses

**Machines include:**

- band saws
- mitre saws
- panel saws
- sanders
- presses and veneer guillotines


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| | |
|---|---|
| **Materials include:** | • timber<br>• manufactured board<br>• veneer<br>• brass<br>• alloys<br>• adhesives<br>• perspex and decorative laminates |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFM3007B Prepare and apply decorative surfaces for furniture.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM3007 Prepare and apply decorative surfaces for furniture

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
  - minimise the risk of injury to self or others
  - prevent damage to goods, tools, equipment or products
  - maintain required production output and product quality
- Prepare and apply a minimum of three (3) different decorative surfaces to various substrates
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Types, characteristics, uses and limitations of decorative surfaces
- Interpretation of plan representation of furniture design
- Preparation of drawings/set-outs
- Identification of hand and/or power tools, materials, equipment, processes and procedures
- Work flow in relation to furniture production

## 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


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  - 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 plans, tools and equipment required to prepare and apply decorative surfaces for furniture.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM3008 Select timbers for furniture production

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers selecting suitable timbers for use in production by applying knowledge of timber technology.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Determine timber requirement | 1.1 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.2 | Structural requirements for timbers are determined from workplace documentation |
| | | 1.3 | Timber is assessed for suitability in accordance with selection criteria |
| | | 1.4 | Written report is prepared substantiating selection of timber |
| 2 | Evaluate timber selected | 2.1 | Other materials which may be incorporated into furnishing item are identified and compatibility factors to be considered are recorded for inclusion in production plans |


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2.2 Moisture content of timber selected is determined to ensure compliance with production requirements

2.3 Density and working properties of timber are determined to ensure compliance with production requirements

2.4 Any faults or features in the timber are identified and strategies are suggested to overcome/minimise their effects

2.5 Recommendations on any changes to appropriate finishes and adhesives are recorded for inclusion in production plans

# 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.

**Furnishing items include:**
- solid timber furniture
- upholstered furniture and occasional items

**Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements

**Timbers include:**
- indigenous and overseas timbers
- softwood
- hardwood

**Selection criteria**
- aesthetic appeal
- shape


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| | |
|---|---|
| **includes:** | • volumes required and characteristics |
| **Working properties include:** | • hardness<br>• strength and brittleness |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFM3010B Select timbers for furniture production.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM3008 Select timbers for furniture production

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection practices to:
  - prevent damage to goods, equipment and products
  - maintain required production output and product quality
  - minimise the risk of injury to self and others
- From a range of ten (10) common furniture species samples, identify the species correctly, match it to a specified application and justify the choice
- Correctly identify natural and seasoning faults in selected timbers
- Use a moisture meter to measure the moisture content in a minimum of three (3) samples, including one (1) hard and one (1) soft timber
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Characteristics and uses of a range of available indigenous and overseas timber
- Commonly used complementary materials and their compatibility when used in conjunction with others
- Impact of climate and workshop conditions on timbers
- Timber seasoning methods, techniques and faults
- Solid timber conversion techniques

## Assessment Conditions

- Assessors must:


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  - 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 a range of timber and moisture content measuring devices.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM3009 Produce manual and computer-aided production drawings

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers producing manual and computer-aided production drawings.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify object to be drawn | 1.1 | The purposes and any operational characteristics of object to be drawn are identified |
| | | 1.2 | Production materials and method are identified |
| 2 | Establish drawing criteria and limitations | 2.1 | Type of drawing to be completed is identified |
| | | 2.2 | Drawing requirements are established and documented identifying dimensions, angles, shapes and finished sizes |
| | | 2.3 | Drawing conventions and specifications to be noted on the drawing are identified |
| | | 2.4 | Appropriate medium for drawings is identified and |


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|---|---|---|---|
| | | | selected |
| 3 | Quantify and draft initial drawing | 3.1 | Dimensions are plotted from criteria and documented specifications |
| | | 3.2 | Dimensional points are connected to match appropriate drawing views |
| | | 3.3 | Any production notes or special requirements are noted |
| | | 3.4 | Drawing conventions and specifications are noted on the documentation |
| 4 | Complete drawing | 4.1 | Angles, shapes and dimensions are checked against specifications and sample |
| | | 4.2 | Adjustments are made to the drawing within scope of authority |
| | | 4.3 | Drawing is checked for compliance with workplace documentation requirements |

## 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.

| | |
|---|---|
| **Scope of drawing:** | • is to be limited to that used for manufacture/production purposes and is not to encompass original design concepts<br>• drawing is to be completed using both manual and computer-aided design (CAD) techniques and processes |
| **Unit scope includes:** | • drawings in metric scale and covering all dimensions of the furniture and furnishings |
| **Calculations include:** | • manual and with the aid of a calculator |


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| | |
|---|---|
| **Unit context includes:** | • work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods codes, and local safe operating procedures<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFM3011B Produce manual and computer-aided production drawings.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM3009 Produce manual and computer-aided production drawings

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Identify the factors and criteria relevant to the drawings
- Apply safety requirements throughout the work sequence, including the use of personal protective clothing and equipment
- Prepare production drawings of furniture/furnishings:
  - covering a scope of at least three (3) products
  - applying both manual and computer-aided techniques and processes
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Furniture design and planning criteria
- Structural geometry
- Measurement techniques and equipment/tools
- Theory and practice of calculations (addition, subtraction, multiplication and division)
- Types, techniques and processes of manual production drawing
- Types of computer-aided drawing equipment, software, techniques and processes
- Conventional signs and markings for drawings

## 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.


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- 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 information on the subjects for drawing, computer-aided drawing systems, measuring, calculating and recording devices.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM3010 Prepare cutting list from plans and job specifications

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers reading plans and job specifications to prepare cutting lists and providing data for subsequent processing operations.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Read plans and job specifications | 1.1 | Job specifications, set-out rods and plans are used to determine the job requirements, including cutting list, dimension, design, quality materials and processes |
| | | 1.2 | Job components are established according to job specification and workplace procedures |
| | | 1.3 | Geometry of components are established according to specifications |
| 2 | Prepare cutting lists | 2.1 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 2.2 | Cutting list is checked and set out in accordance with |


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| | | | |
|---|---|---|---|
| | | | workplace procedures, plans and specifications |
| | | 2.3 | Components are identified and described using common workplace terminology |
| | | 2.4 | Sizes and tolerance of components are established and documented in accordance with workplace procedures |
| | | 2.5 | Processing requirements are identified and documented |
| | | 2.6 | Dimensional allowances for further processing are identified and documented |
| 3 | Read and interpret cutting lists | 3.1 | Cutting list is read and interpreted in accordance with the job requirements |
| | | 3.2 | Quantities and dimensions are interpreted |
| | | 3.3 | Quality standards and waste factors are considered |
| | | 3.4 | Processing methods are established |
| | | 3.5 | Processing time is identified |

# 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.

**Unit scope includes:**

- reading of plans and specifications and the preparation of cutting lists for the production of furniture components
- preparation of cutting lists may be completed by both manual and computer assisted/generated means

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances


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| | |
|---|---|
| | and dangerous goods codes, and local safe operating procedures<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving in the reading of plans and specifications and the preparation of cutting lists<br>• competency may be determined in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components |
| **Materials to be considered include:** | • solid timber<br>• manufactured board<br>• metal<br>• plastics<br>• glass |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFM3012B Prepare cutting list from plans and job specifications.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM3010 Prepare cutting list from plans and job specifications

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Locate, interpret and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials and tools used in the work process
- Follow work instructions, operating procedures and manufacturers' instructions to:
  - minimise the risk of injury to self and others
  - prevent damage to goods, equipment and products
  - maintain optimum production output and product quality
- Interpret production plans and prepare cutting lists on a minimum of four (4) occasions with lists each having at least ten (10) different components and, overall, the lists incorporating four (4) different types of material
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Characteristics of materials and tooling used and use of products programmed
- Identification of equipment, processes and procedures
- Pattern techniques for optimising materials

## 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


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  - 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 plans and specifications, standard cutting list formats and workplace standard processing procedures.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM3011 Measure and draw site layout for manufactured furniture products

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers measuring and recording site layout details to provide an accurate basis for both manufacture and installation of furniture products.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Obtain measurements | 1.1 | The purpose of obtaining measurements is clarified and confirmed |
| | | 1.2 | The most appropriate method of obtaining the measurement is selected and applied |
| | | 1.3 | Accurate measurements are obtained, confirmed and recorded |
| | | 1.4 | Calculations required for the measurement or validation are selected and correctly applied |
| | | 1.5 | Quality assurance requirements, standards and tolerances associated with enterprise operations are recognised and adhered to |


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| | | | |
|---|---|---|---|
| 2 | Draw site layout | 2.1 | Intended use of the site is clarified and confirmed |
| | | 2.2 | A site plan is prepared showing all features and measurements |
| | | 2.3 | A site elevation is completed showing all features and measurements |
| | | 2.4 | Unique and non-complying features which may impact on manufacture and/or installation are highlighted and referred to the appropriate party |

# 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.

| | |
|---|---|
| **Unit scope includes:** | • measurement and drawing of site layout related to the manufacture and installation of furniture, cabinets, glass, soft furnishings, upholstery, picture framing and floor covering products |
| **Drawing include:** | • manual or computer-aided |
| **Measurements:** | • are to be in metric scale, cover all dimensions of the site and furnishings and involve the use of:<br>  • rulers<br>  • tape measures<br>  • squares<br>  • service detectors<br>  • laser or equivalent technology |
| **Critical dimensions that may impact on** | • the square of the structure<br>• angles of floor to walls |


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| | |
|---|---|
| **manufacture and installation include:** | • walls to ceiling<br>• vertical walls<br>• horizontal floor and ceiling<br>• service locations and critical structural criteria |
| **Calculations include:** | • area<br>• perimeter<br>• volume<br>• mass<br>• scales and ratios (ingredients/elements and triangulation) and require the application of addition<br>• subtraction<br>• multiplication and division processes<br>• calculations are to be performed both manually and with the aid of a calculator |
| **Unit context includes:** | • work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods codes and local safe operating procedures<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFM3013B Measure and draw site layout for manufactured furniture products.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM3011 Measure and draw site layout for manufactured furniture products

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Identify the factors relevant to the measurements and drawings
- Communicate effectively to enable accurate calculations, measurements and drawings
- Accurately measure and record particulars for required sector sites and materials
- Draw accurate, scaled plans and elevations relevant to the site using manual or computer-aided methods
- Identify and communicate on measurements and dimensions which may impact on manufacture and/or installation
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money

## Knowledge Evidence

- Furniture design and planning criteria
- Drawing techniques, technologies and processes
- Furniture installation methods, criteria and techniques
- Measurement techniques and equipment/tools
- Theory and practice of calculations (addition, subtraction, multiplication and division)
- Conventional signs and markings for plans and drawings

## 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.


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- 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 information on the site and products for measurement and calculation, suitable work area appropriate to the activity, suitable site plans/drawings and/or specifications, and measuring, calculating and recording devices.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM3012 Set up, operate and maintain sawing machines

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers setting up, operating and maintaining sawing machines using their full technical potential and capacities. It encompasses and builds on the machines and tasks covered in unit *MSFFM2010 Set up, operate and maintain basic static machines*.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## 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 instructions are used to determine job requirements, including design, quality, materials, equipment and quantities |
| | | 1.2 Cutting list and job specifications are read and interpreted |
| | | 1.3 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.4 Material for machining is selected and inspected for quality |
| | | 1.5 Sawing machines, cutting tools and jigs are identified and checked for safe and effective operation |


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| | | | |
|---|---|---|---|
| | | 1.6 | Procedures are determined for minimising waste material |
| | | 1.7 | Procedures are identified for maximising energy efficiency while completing the job |
| 2 | Set up machines | 2.1 | Safety equipment, including emergency stops, gauges, guards and controls are checked |
| | | 2.2 | Saw settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | | 2.3 | Trial runs are conducted to check saw operation, accuracy and quality of finished work |
| | | 2.4 | Necessary adjustments are made to saw settings |
| 3 | Operate machines | 3.1 | Saw start-up procedure is carried out in accordance with manufacturer instructions |
| | | 3.2 | Material to be sawed is positioned in accordance with manufacturer instructions, tooling requirements, safe handling procedures and standard workplace operating procedures |
| | | 3.3 | Saw is operated in accordance with its designed capacity and purpose, and to manufacturer recommendations |
| | | 3.4 | Saw operation is monitored to ensure product quality and output |
| | | 3.5 | Waste quantities are checked and minimised |
| | | 3.6 | Items that do not meet quality requirements are recycled or discarded according to workplace procedures |
| | | 3.7 | Problems with the required work and/or the operation of the saw are identified and reported to appropriate persons |
| 4 | Finalise operation and maintain equipment | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 4.2 | Machinery is cleaned and left in a safe mode |
| | | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 4.4 | Unused hardware is collected and stored for re-use or |


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disposal following workplace procedures

4.5 Waste and scrap materials are dealt with following workplace procedures

# 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.

**Sawing machines include:**

- cross-cut saws
- circular rip saws
- sliding table panel saws and scroll-band saws
- numerically controlled (NC) beam saws
- wall saws
- band re-saws and straight line edgers

**Materials to be machined include:**

- solid timber
- manufactured board
- laminates
- plastics
- acrylics
- synthetic solids

**Unit scope includes:**

- reading and interpreting plans
- deep ripping
- cutting angles and compound angles
- trenching flat panel components
- shaping components
- using jigs and fixtures
- breaking down boards
- maintaining machine parts and saw blades


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| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving in the set up and operation of machines<br>• competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components |
| **Tools and equipment include:** | • machine-specific tolls<br>• screwdrivers<br>• hammers<br>• spanners<br>• jigs and fixtures |
| **Materials include:** | • sawing machine consumables<br>• oils and lubricants and trial materials |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFM3020B Set up, operate and maintain sawing machines.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM3012 Set up, operate and maintain sawing machines

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Read and interpret cutting lists and job specifications to prepare for work
- Identify materials used in the work process
- 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
- Identify, set up, operate and maintain at least four (4) different types of saws, using safety cut-outs and guards
- Conduct operator maintenance on the machines and related equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Types, characteristics, uses and limitations of sawing machines
- Sawing processes and techniques
- Characteristics of materials and uses of products produced
- Workplace guidelines regarding acceptable tolerance levels
- Workplace safety policies and procedures
- Procedures for reporting machinery faults and material defects

## Assessment Conditions

- Assessors must:


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  - 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 sawing machinery, standard operating procedures and unprocessed materials.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM3013 Set up, operate and maintain drilling machines

## Modification History

Release 2 - Mapping corrected

Release 1 - New unit of competency

## Application

This unit of competency covers setting up, operating and maintaining drilling machines using their full technical potential and capacities. It encompasses and builds on the drilling machines and tasks covered in unit *MSFFM2010 Set up, operate and maintain basic static machines*.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## 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 instructions are used to determine job requirements, including design, quality, materials, equipment and quantities |
| | | 1.2 | Cutting list and job specifications are read and interpreted |
| | | 1.3 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.4 | Material for machining is selected and inspected for quality |
| | | 1.5 | Drilling machines, cutting tools and jigs are identified and |



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| | | | |
|---|---|---|---|
| | | | checked for safe and effective operation |
| | | 1.6 | Procedures are determined for minimising waste material |
| | | 1.7 | Procedures are identified for maximising energy efficiency while completing the job |
| 2 | Set up machines | 2.1 | Safety equipment, including emergency stops, gauges, guards and controls are checked |
| | | 2.2 | Drill settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | | 2.3 | Trial runs are conducted to check drill operation, accuracy and quality of finished work |
| | | 2.4 | Necessary adjustments are made to drill settings |
| 3 | Operate machines | 3.1 | Drill start-up procedure is carried out in accordance with manufacturer instructions |
| | | 3.2 | Material to be drilled is positioned in accordance with manufacturer instructions, tooling requirements, safe handling procedures and standard workplace operating procedures |
| | | 3.3 | Drill is operated in accordance with its designed capacity and purpose, and to manufacturer recommendations |
| | | 3.4 | Drill operation is monitored to ensure product quality and output |
| | | 3.5 | Items that do not meet quality requirements are recycled or discarded according to workplace procedures |
| | | 3.6 | Problems with the required work and/or the operation of the drill are identified and reported to appropriate persons |
| 4 | Finalise operation and maintain equipment | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 4.2 | Machinery is cleaned and left in a safe mode |
| | | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 4.4 | Unused hardware is collected and stored for re-use or disposal following workplace procedures |


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4.5 Waste and scrap materials are dealt with following workplace procedures

# 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.

| | |
|---|---|
| **Drilling machines include:** | • single-head multi-spindle machines<br>• single-spindle vertical and horizontal machines<br>• multi-head multi-spindle machines |
| **Materials to be machined include:** | • solid timber<br>• manufactured board<br>• metal<br>• glass |
| **Unit scope includes:** | • reading and interpreting working drawing and manufacturer hardware specification<br>• drilling pattern selection<br>• cutter fitting to meet job specification<br>• adjustment and use of pressures and stops |
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving in the set up and operation of machines |


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| | |
|---|---|
| | • competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components |
| **Tools and equipment include:** | • machine-specific tools<br>• screwdrivers<br>• hammers<br>• spanners<br>• jigs and fixtures |
| **Materials include:** | • drilling machine consumables<br>• oils and lubricants and trial materials |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFM3021B Set up, operate and maintain drilling machines.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM3013 Set up, operate and maintain drilling machines

## Modification History

Release 2 - Mapping corrected

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Read and interpret cutting lists and job specifications to prepare for work
- Identify materials used in the work process
- 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
- Identify, set up and operate at least the two (2) different types of drills, including the use of safety cut-outs and guards
- Conduct operator maintenance on the machines and associated equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Types, characteristics, uses and limitations of drilling machines
- Drilling processes and techniques
- Characteristics of materials and uses of products produced
- Workplace guidelines regarding acceptable tolerance levels
- Workplace safety policies and procedures
- Procedures for reporting machinery faults and material defects

## Assessment Conditions

- Assessors must:



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  - 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 drilling machinery, standard operating procedures, and unprocessed materials.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM3014 Set up, operate and maintain joining machines

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers setting up, operating and maintaining joining machines using their full potential and capacities in the production of furniture.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## 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 instructions are used to determine job requirements, including design, quality, materials, equipment and quantities |
| | | 1.2 | Cutting list and job specifications are read and interpreted |
| | | 1.3 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.4 | Material for machining is selected and inspected for quality |
| | | 1.5 | Joining machines, cutting tools and jigs are identified and checked for safe and effective operation |
| | | 1.6 | Procedures are determined for minimising waste material |


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| | | | |
|---|---|---|---|
| | | 1.7 | Procedures are identified for maximising energy efficiency while completing the job |
| 2 | Set up machines | 2.1 | Safety equipment, including emergency stops, gauges, guards and controls are checked |
| | | 2.2 | Joining machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | | 2.3 | Trial runs are conducted to check machine operation, accuracy and quality of finished work |
| | | 2.4 | Necessary adjustments are made to machine settings |
| 3 | Operate machines | 3.1 | Machine start-up procedure is carried out in accordance with manufacturer instructions |
| | | 3.2 | Material is fed into machine in accordance with manufacturer instructions, tooling requirements, safe handling procedures and standard workplace operating procedures |
| | | 3.3 | Machine is operated in accordance with its designed capacity and purpose, and to manufacturer recommendations |
| | | 3.4 | Machine operation is monitored to ensure product quality and output |
| | | 3.5 | Waste quantities are checked and minimised |
| | | 3.6 | Items that do not meet quality requirements are recycled or discarded according to workplace procedures |
| | | 3.7 | Problems with the required work and/or the operation of the machine are identified and reported to appropriate persons |
| 4 | Finalise operation and maintain equipment | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 4.2 | Machinery is cleaned and left in a safe mode |
| | | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 4.4 | Unused hardware is collected and stored for re-use or |


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disposal following workplace procedures

4.5 Waste and scrap materials are dealt with following workplace procedures

## 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.

| | |
|---|---|
| **Joining machines include:** | • mortise and tenoners (either joinery or furniture)<br>• dovetailers (single or multi-pin)<br>• dowelling and inserting machines |
| **Materials to be machined include:** | • solid timber<br>• manufactured board |
| **Unit scope includes:** | • reading and interpreting working drawings<br>• machining mortise and tenon joints, dovetailing, scribed joints, angle joints and compound angle joints<br>• maintaining tools and cutters |
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving in the set up and operation of machines<br>• competency may be demonstrated in workplaces involved in |


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| | |
|---|---|
| | the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components |
| **Tools and equipment include:** | • machine-specific tools<br>• screwdrivers<br>• hammers<br>• spanners<br>• jigs and fixtures |
| **Materials include:** | • joining machine consumables<br>• oils and lubricants and trial materials |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFM3022B Set up, operate and maintain joining machines.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM3014 Set up, operate and maintain joining machines

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Read and interpret cutting lists and job specifications to prepare for work
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
  - minimise the risk of injury to self or others
  - prevent damage and wastage of goods, equipment and products
  - maintain required production output and product quality
- Identify, set up, operate to their full capacities at least two (2) different types of joining machines (mortise and tenoner and dovetailer), including the use of safety cut-outs and guards and their application of the machines to a variety of materials
- Conduct operator maintenance on the machines and related equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Types, characteristics, uses and limitations of joining machines
- Joining processes and techniques
- Characteristics of materials and uses of products produced
- Workplace guidelines regarding acceptable tolerance levels
- Workplace safety policies and procedures
- Procedures for reporting machinery faults and material defects

## Assessment Conditions

- Assessors must:


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  - 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 joining machinery, standard operating procedures, and unprocessed materials.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM3015 Set up, operate and maintain planing and finishing machines

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers setting up, operating and maintaining planing and finishing machines using their full potential and capacities in the production of furniture. It encompasses and builds on the machines and tasks covered in unit *MSFFM2010, Set up, operate and maintain basic static machines*.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## 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 instructions are used to determine job requirements, including design, quality, materials, equipment and quantities |
| | 1.2 Cutting list and job specifications are read and interpreted |
| | 1.3 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.4 Material for machining is selected and inspected for quality |
| | 1.5 Planing and finishing machines, cutting tools and jigs are |


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| | | | |
|---|---|---|---|
| | | | identified and checked for safe and effective operation |
| | | 1.6 | Procedures are determined for minimising waste material |
| | | 1.7 | Procedures are identified for maximising energy efficiency while completing the job |
| 2 | Set up machines | 2.1 | Safety equipment, including emergency stops, gauges, guards and controls are checked |
| | | 2.2 | Planing and finishing machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | | 2.3 | Trial runs are conducted to check machine operation, accuracy and quality of finished work |
| | | 2.4 | Necessary adjustments are made to machine settings |
| 3 | Operate machines | 3.1 | Machine start-up procedure is carried out in accordance with manufacturer instructions |
| | | 3.2 | Material is fed into machine in accordance with manufacturer instructions, tooling requirements, safe handling procedures and standard workplace operating procedures |
| | | 3.3 | Machine is operated in accordance with its designed capacity and purpose, and to manufacturer recommendations |
| | | 3.4 | Machine operation is monitored to ensure product quality and output |
| | | 3.5 | Items that do not meet quality requirements are recycled or discarded according to workplace procedures |
| | | 3.6 | Problems with the required work and/or the operation of the machine are identified and reported to appropriate persons |
| 4 | Finalise operation and maintain equipment | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 4.2 | Machinery is cleaned and left in a safe mode |
| | | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |


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4.4 Unused hardware is collected and stored for re-use or disposal following workplace procedures

4.5 Waste and scrap materials are dealt with following workplace procedures

## 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.

| | |
|---|---|
| **Planing and finishing machines include:** | • surface planer<br>• panel planer and wide belt sander<br>• planer sander and over and under machines<br>• multi-drum sander |
| **Material to be machined include:** | • solid timber<br>• manufactured board |
| **Unit scope includes:** | • changing and monitoring straight cutters and knives<br>• setting pressures<br>• chip breaker and fences<br>• changing abrasive belts and adjusting pressures<br>• feed and belt tracking devices |
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, |


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| | |
|---|---|
| | judgement and problem solving in the set up and operation of machines<br>• competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components |
| **Tools and equipment include:** | • machine-specific tools and tension wrenches<br>• screwdrivers<br>• hammers<br>• spanners<br>• jigs and fixtures |
| **Materials include:** | • planing and finishing machine consumables<br>• oils and lubricants and trial materials |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFM3023B Set up, operate and maintain planing and finishing machines.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM3015 Set up, operate and maintain planing and finishing machines

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Read and interpret cutting lists and job specifications to prepare for work
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
  - minimise the risk of injury to self or others
  - prevent damage and wastage of goods, equipment and products
  - maintain required production output and product quality
- Identify, set up and operate to their full capabilities, at least three (3) different types of planing and finishing machines which are to include:
  - a surface planer
  - a panel planer
  - a wide belt sander
- Conduct operator maintenance on machines and related equipment and materials
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Types, characteristics, uses and limitations of planing and finishing machines
- Planing and finishing processes and techniques
- Characteristics of materials and uses of products produced
- Workplace guidelines regarding acceptable tolerance levels
- Workplace safety policies and procedures
- Procedures for reporting machinery faults and material defects


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# 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 planing and finishing machinery, standard operating procedures, and unprocessed materials.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM3016 Set up, operate and maintain multi-head planing and moulding machines

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers setting up, operating and maintaining multi-head planing and moulding machines using their full potential and capacities in the production of furniture. It encompasses and builds on other machines and tasks covered in unit *MSFFM2010, Set up, operate and maintain basic static machines*.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## 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 instructions are used to determine job requirements, including design, quality, materials, equipment and quantities |
| | 1.2 Job specifications are read and interpreted |
| | 1.3 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.4 Material for machining is selected and inspected for quality |
| | 1.5 Machines and cutting tools are identified and checked for |


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| | | | |
|---|---|---|---|
| | | | safe and effective operation |
| | | 1.6 | Procedures are determined for minimising waste material |
| | | 1.7 | Procedures are identified for maximising energy efficiency while completing the job |
| 2 | Set up machines | 2.1 | Safety equipment, including emergency stops, gauges, guards and controls, are checked |
| | | 2.2 | Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | | 2.3 | Trial runs are conducted to check machine operation, accuracy and quality of finished work |
| | | 2.4 | Necessary adjustments are made to machine settings |
| 3 | Operate machines | 3.1 | Machine start-up procedure is carried out in accordance with manufacturer instructions |
| | | 3.2 | Material is fed into machine in accordance with manufacturer instructions, tooling requirements, safe handling procedures and standard workplace operating procedures |
| | | 3.3 | Machine is operated in accordance with its designed capacity and purpose, and to manufacturer recommendations |
| | | 3.4 | Machine operation is monitored to ensure product quality and output |
| | | 3.5 | Items that do not meet quality requirements are recycled or discarded according to workplace procedures |
| | | 3.6 | Problems with the required work and/or the operation of the machine are identified and reported to appropriate persons |
| 4 | Finalise operation and maintain equipment | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 4.2 | Machinery is cleaned and left in a safe mode |
| | | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |


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4.4 Unused hardware is collected and stored for re-use or disposal following workplace procedures

4.5 Waste and scrap materials are dealt with following workplace procedures

## 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.

**Machines include:**

- through and push feed planing and moulding machines for machining solid timber and manufactured board

**Unit scope includes:**

- changing and maintaining straight and profile knives
- setting pressures feed speeds
- chip breakers and guides
- square dressing
- producing detailed mouldings

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving in the set up and operation of machines
- competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom


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| | |
|---|---|
| | cabinets and/or furniture components |
| **Tools and equipment include:** | • machine-specific tools<br>• tension wrenches<br>• screwdrivers<br>• hammers and spanners |
| **Materials include:** | • planing and moulding machine consumables<br>• oils and lubricants and trial materials |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFM3024B Set up, operate and maintain multi-head planing and moulding machines.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM3016 Set up, operate and maintain multi-head planing and moulding machines

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Read and interpret cutting lists and job specifications to prepare for work
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
  - minimise the risk of injury to self or others
  - prevent damage and wastage of goods, equipment and products
  - maintain required production output and product quality
- Identify, set up, operate and maintain multi-headed planing and moulding machine, including the use of safety cut-outs and guards, to complete the following:
  - square dress timber
  - produce a minimum range of three (3) detailed mouldings profiled on at least one edge and one face to a minimum of Australian Standards criteria
- Conduct operator maintenance on the machine
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Types, characteristics, uses and limitations of planing and moulding machines
- Planing and moulding processes and techniques
- Characteristics of materials and uses of products produced
- Workplace guidelines regarding acceptable tolerance levels
- Workplace safety policies and procedures
- Procedures for reporting machinery faults and material defects


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# 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 a planing and moulding machine, standard operating procedures, and unprocessed materials.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM3017 Set up, operate and maintain routing and shaping machines

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers setting up, operating and maintaining routing and shaping machines using their full potential and capacities in the production of furniture.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## 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 instructions are used to determine job requirements, including design, quality, materials, equipment and quantities |
| | | 1.2 | Cutting list and job specifications are read and interpreted |
| | | 1.3 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.4 | Material for machining is selected and inspected for quality |
| | | 1.5 | Routing and shaping machines, cutting tools and jigs are identified and checked for safe and effective operation |


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| | | | |
|---|---|---|---|
| | | 1.6 | Procedures are determined for minimising waste material |
| | | 1.7 | Procedures are identified for maximising energy efficiency while completing the job |
| 2 | Set up machines | 2.1 | Safety equipment, including emergency stops, gauges, guards and controls are checked |
| | | 2.2 | Routing and shaping machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | | 2.3 | Trial runs are conducted to check machine operation, accuracy and quality of finished work |
| | | 2.4 | Necessary adjustments are made to machine settings |
| 3 | Operate machines | 3.1 | Machine start-up procedure is carried out in accordance with manufacturer instructions |
| | | 3.2 | Material is fed into machine in accordance with manufacturer instructions, tooling requirements, safe handling procedures and standard workplace operating procedures |
| | | 3.3 | Machine is operated in accordance with its designed capacity and purpose, and to manufacturer recommendations |
| | | 3.4 | Machine operation is monitored to ensure product quality and output |
| | | 3.5 | Items that do not meet quality requirements are recycled or discarded according to workplace procedures |
| | | 3.6 | Problems with the required work and/or the operation of the machine are identified and reported to appropriate persons |
| 4 | Finalise operation and maintain equipment | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 4.2 | Machinery is cleaned and left in a safe mode |
| | | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 4.4 | Unused hardware is collected and stored for re-use or |


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disposal following workplace procedures

4.5 Waste and scrap materials are dealt with following workplace procedures

## 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.

**Routing and shaping machines include:**

- spindle moulding machine
- overhead or inverted pin routing machine

**Material to be routed and shaped include:**

- solid timber
- manufactured board
- plastics and laminates

**Unit scope includes:**

- setting up fences and guides
- maintaining cutters
- selecting feed and spindle speeds
- the use of feed unit
- safety pressure devices/guards
- linear, convex and concave shaping
- rebating
- moulding and grooving material
- using jigs and fixtures

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation


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| | |
|---|---|
| | insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving in the set up and operation of machines<br>• competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components |
| **Tools and equipment include:** | • machine-specific tools<br>• screwdrivers<br>• hammers<br>• spanners<br>• jigs and fixtures |
| **Materials include:** | • routing and shaping machine consumables<br>• oils and lubricants and trial materials |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFM3025B Set up, operate and maintain routing and shaping machines.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM3017 Set up, operate and maintain routing and shaping machines

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Read and interpret cutting lists and job specifications to prepare for work
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
  - minimise the risk of injury to self or others
  - prevent damage and wastage of goods, equipment and products
  - maintain required production output and product quality
- Identify, set up and operate to their full capabilities, at least two (2) different types of routing and shaping machines, including the use of safety cut-outs and guards
- Conduct operator maintenance on the machines and related equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Types, characteristics, uses and limitations of routing and shaping machines
- Routing and shaping processes and techniques
- Characteristics of materials and uses of products produced
- Workplace guidelines regarding acceptable tolerance levels
- Workplace safety policies and procedures
- Procedures for reporting machinery faults and material defects

## Assessment Conditions

- Assessors must:


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  - 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 routing and shaping machinery, standard operating procedures, and unprocessed materials.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM3018 Set up, operate and maintain mechanical wood-turning lathes

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers setting up, operating and maintaining mechanical wood-turning lathes used in the production of furniture.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## 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 instructions are used to determine job requirements, including design, quality, materials, equipment and quantities |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Material for turning is selected and inspected for quality |
| | | 1.4 | Machines, cutting tools and templates are identified and checked for safe and effective operation |
| | | 1.5 | Procedures are determined for minimising waste material |


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| | | | |
|---|---|---|---|
| | | 1.6 | Procedures are identified for maximising energy efficiency while completing the job |
| 2 | Set up machines | 2.1 | Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | | 2.2 | Trial runs are conducted to check machine operation, accuracy and quality of finished work |
| | | 2.3 | Necessary adjustments are made to machine settings |
| 3 | Operate machines | 3.1 | Machine start-up procedure is carried out in accordance with manufacturer instructions |
| | | 3.2 | Material is fed into machine in accordance with manufacturer instructions, tooling requirements, safe handling procedures and standard workplace operating procedures |
| | | 3.3 | Machine is operated in accordance with its designed capacity and purpose, and to manufacturer recommendations |
| | | 3.4 | Machine operation is monitored to ensure product quality and output |
| | | 3.5 | Waste quantities are checked and minimised |
| | | 3.6 | Items that do not meet quality requirements are repaired, recycled or discarded according to workplace procedures |
| | | 3.7 | Problems with the required work and/or the operation of the machine are identified and reported to appropriate persons |
| 4 | Finalise operation and maintain equipment | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 4.2 | Machinery is cleaned and left in a safe mode |
| | | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 4.4 | Unused hardware is collected and stored for re-use or disposal following workplace procedures |
| | | 4.5 | Waste and scrap materials are dealt with following |


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workplace procedures

## 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.

**Lathes include:**

- two of fixed knife
- rotary knife and copying lathe

**Unit scope includes:**

- reading the plans and specifications

manufacture of templates

- freehand grinding of cutters
- application of cutting tools
- set-up and operation of lathes to produce turned components

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods codes, and local safe operating procedures
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving in the set up and operation of machines
- competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components

**Tools include:**

- machine-specific tools
- tension wrench


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| | |
|---|---|
| **Personal protective equipment includes:** | • pedestal grinder or bench grinder<br>• that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFM3026B Set up, operate and maintain mechanical wood turning lathes.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM3018 Set up, operate and maintain mechanical wood-turning lathes

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Read and interpret cutting lists and job specifications to prepare for work
- Identify materials used in the work process
- 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
- Identify, set up, operate and maintain at least two (2) different lathes, including the use of safety cut-outs and guards, to complete the following:
  - off-hand grind a range of cutters
  - manufacture and apply a template
  - complete a minimum of two (2) detailed turnings which are to include fillets, beads, covers and square shoulder
- Conduct operator maintenance on the lathes
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Types, characteristics, uses and limitations of lathes
- Characteristics of materials and uses of products produced
- Workplace guidelines regarding acceptable tolerance levels
- Workplace safety policies and procedures
- Procedures for reporting machinery faults and material defects


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# 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 lathes, standard operating procedures and unprocessed materials.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM3019 Set up, operate and maintain automated edge banding machines

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers setting up, operating and maintaining edge banding machines which use automated processes to apply and finish edge treatments.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## 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 instructions are used to determine job requirements, including quality, materials, equipment and quantities |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Material for processing is selected and inspected for quality |
| | | 1.4 | Machines and cutting tools are identified and checked for safe and effective operation |
| | | 1.5 | Procedures are determined for minimising waste material |


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| | | | |
|---|---|---|---|
| | | 1.6 | Procedures are identified for maximising energy efficiency while completing the job |
| 2 | Set up machines | 2.1 | Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | | 2.2 | Trial runs are conducted to check machine operation, accuracy and quality of finished work |
| | | 2.3 | Necessary adjustments are made to machine settings |
| 3 | Operate machines | 3.1 | Machine start-up procedure is carried out in accordance with manufacturer instructions |
| | | 3.2 | Material is fed into machine in accordance with manufacturer instructions, tooling requirements, safe handling procedures and standard workplace operating procedures |
| | | 3.3 | Machine is operated in accordance with its designed capacity and purpose, and to manufacturer recommendations |
| | | 3.4 | Machine operation is monitored to ensure product quality and output |
| | | 3.5 | Waste quantities are checked and minimised |
| | | 3.6 | Items that do not meet quality requirements are repaired, recycled or discarded according to workplace procedures |
| | | 3.7 | Problems with the required work and/or the operation of the machine are identified and reported to appropriate persons |
| 4 | Finalise operation and maintain equipment | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 4.2 | Machinery is cleaned and left in a safe mode |
| | | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 4.4 | Unused hardware is collected and stored for re-use or disposal following workplace procedures |
| | | 4.5 | Waste and scrap materials are dealt with following |


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workplace procedures

## 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.

| | |
|---|---|
| **Automated edge banding machines include:** | • standard automated edger (not fully automatic)<br>• soft forming machine |
| **Unit scope includes:** | • applying and processing an edge trim to solid timber or manufactured board |
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving in the set up and operation of machines<br>• competency may be demonstrated in workplaces involved in the manufacture of domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components |
| **Materials to be processed include:** | • solid timber<br>• manufactured board |
| **Edgings include:** | • solid timber<br>• laminates<br>• plastics |


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| | |
|---|---|
| | • non-ferrous materials and foils |
| **Operator maintenance includes:** | • the cleaning and refurbishing of the gluing station |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFM3027B Set up, operate and maintain automated edge banding machines.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM3019 Set up, operate and maintain automated edge banding machines

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Read and interpret cutting lists and job specifications to prepare for work
- Identify materials used in the work process
- 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
- Identify, set up and operate an automated (not fully automatic) edging machine to complete the following:
  - the set up and application of at least three (3) different edge treatment materials
  - the identification and correction of at least two (2) real or simulated machining faults
- Conduct operator maintenance on the machines and equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Types, characteristics, uses and limitations of machines
- Characteristics, uses and limitations of board products, edging products and adhesives
- Workplace guidelines regarding acceptable tolerance levels
- Workplace safety policies and procedures
- Procedures for reporting machinery faults and material defects

## Assessment Conditions

- Assessors must:


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  - 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 an automated edge banding machine, standard operating procedures, and unprocessed materials.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM3020 Fabricate synthetic solid surface products

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers fabricating synthetic solid surface furniture and furnishing products.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## 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 instructions are used to determine job requirements, including design, tolerances, process, materials, finish and quantity |
| | | 1.2 Fabrication sequence is planned |
| | | 1.3 Procedures are determined for checking quality at each stage of the process |
| | | 1.4 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.5 Suitable work area is selected for the task |
| | | 1.6 Preparatory drawings and set-outs for tasks are completed |


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| | | | |
|---|---|---|---|
| | | 1.7 | Cutting list for components is developed |
| | | 1.8 | Materials are selected following work instructions |
| | | 1.9 | Tools and equipment suitable for fabrication are identified and checked for safe and effective operation |
| 2 | Complete fabrication | 2.1 | Materials are set out and prepared according to work instructions and components are marked according to industry practices |
| | | 2.2 | Tools, machines and equipment are used in accordance with safety requirements and manufacturer specifications |
| | | 2.3 | Components are fabricated and checked against set-outs for accuracy tolerances, fit and distortion |
| | | 2.4 | Doors, drawers, shelves or decorative treatments are fitted as required |
| | | 2.5 | Product is prepared for final finish, including the removal of bruises, scratches, dents and marks |
| | | 2.6 | Product is checked against plans at identified checkpoints |
| 3 | Finalise operation and maintain equipment | 3.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 3.2 | Machinery is cleaned and left in a safe mode |
| | | 3.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 3.4 | Unused hardware is collected and stored for re-use or disposal following workplace procedures |
| | | 3.5 | Waste and scrap materials are dealt with following workplace procedures |

# 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.


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# 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.

| | |
|---|---|
| **Synthetic solid surface products include:** | • acrylic or polyester sheet-based materials |
| **Synthetic solid surface products include:** | • benchtops<br>• edges<br>• sinks<br>• bowls<br>• other containers and waterproof wall treatments |
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work involves reading and interpreting plans, developing set-outs, using hand and/or power tools, equipment and operating machinery |
| **Tools and equipment include:** | • measuring tapes or rulers<br>• hammers<br>• mallets<br>• squares<br>• bevels<br>• chisels<br>• planes<br>• hand saws<br>• power saws<br>• power drills/screwdrivers<br>• air compressor and hoses<br>• clamps<br>• screwdrivers<br>• pincers |
| **Machines include:** | • panel saws<br>• routers |


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| | |
|---|---|
| | • edge moulders<br>• point to point<br>• heat applicators<br>• sanding and buffing machines |
| **Materials include:** | • synthetic solid surface materials<br>• timber<br>• manufactured board<br>• glues<br>• screws<br>• nails<br>• dowels<br>• knockdown fittings |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFM3028B Fabricate synthetic solid surface products.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM3020 Fabricate synthetic solid surface products

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Follow work instructions, operating procedures and inspection processes to:
  - minimise the risk of injury to self or others
  - prevent damage to goods, equipment or products
  - maintain required production output and product quality
- Fabricate a minimum of three (3) synthetic solid surface material products, including at least one (1) full benchtop
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Types, characteristics, uses and limitations of synthetic solid surface materials
- Interpretation of plan representation of furniture design
- Preparation of drawings and set-outs
- Identification of hand and/or power tools, materials, machines, equipment, processes and procedures
- Work flow in relation to furniture production

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 plans, hand and/or power tools, machines, equipment, materials and a work area.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM3021 Set up, operate and maintain computer numerically controlled (CNC) sizing machines

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers setting up, operating and maintaining CNC sizing machines to produce furniture or components.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## 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 instructions are used to determine job requirements, including design, quality, materials, equipment and quantities |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Material for machining is selected and inspected for appropriate quality |
| | | 1.4 | Procedures are determined for minimising waste material |
| | | 1.5 | Procedures are identified for maximising energy efficiency while completing the job |


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| | | | |
|---|---|---|---|
| 2 | Set up machines | 2.1 | CNC program is set to job requirements |
| | | 2.2 | Safety equipment, including emergency stops, gauges, guards and controls are checked |
| | | 2.3 | Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | | 2.4 | Machines, cutting tools and jigs are checked for safe and effective operation |
| | | 2.5 | Trial runs are conducted to check machine operation and quality of finished work |
| | | 2.6 | Final adjustments are made to CNC programs and equipment according to workplace procedures |
| 3 | Operate machines | 3.1 | Machines are operated and monitored to ensure product quality and output |
| | | 3.2 | Waste quantities are checked and minimised |
| | | 3.3 | Problems with the required work are identified and reported to appropriate persons |
| | | 3.4 | Items that do not meet quality requirements are repaired, recycled or discarded according to workplace procedures |
| | | 3.5 | Any authorised changes in working procedures are followed |
| 4 | Finalise operation and maintain equipment | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 4.2 | Machinery is cleaned and left in a safe mode |
| | | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 4.4 | Unused hardware is collected and stored for re-use or disposal following workplace procedures |
| | | 4.5 | Waste and scrap materials are dealt with following workplace procedures |


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# 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.

| | |
|---|---|
| **CNC sizing machines include:** | • CNC beam saws<br>• double end profiling machines |
| **Unit scope includes:** | computer programming skills<br>reading and interpreting drawings<br>stock control<br>setting cutting speeds<br>computer-aided machining operations<br>saw and tool maintenance |
| **Materials to be sized include:** | • solid timber<br>• manufactured board<br>• laminate<br>• solid synthetic materials and plastics |
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving in the set up and operation of machines<br>• competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components |


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| | |
|---|---|
| **Tools include:** | • machine-specific tools<br>• screwdrivers<br>• hammers<br>• spanners |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFM3030B Set up, operate and maintain CNC sizing machines.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM3021 Set up, operate and maintain computer numerically controlled (CNC) sizing machines

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Locate, interpret and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection practices to:
  - minimise the risk of injury to self or others
  - prevent damage to goods, equipment or products
  - maintain required production output and product quality
- Identify, set up and operate CNC sizing equipment, including the use of safety cut-outs and guards, to produce a range of complex cutting patterns
- Conduct operator maintenance on the machine and related equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Types, characteristics, uses and limitations of CNC sizing machines
- CNC theory, practices and techniques
- Characteristics of materials used and uses of products produced
- Work flow processes
- Procedures for reporting materials, product or equipment faults

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 CNC controlled equipment, standard operating procedures and unprocessed materials.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM3022 Set up, operate and maintain computer numerically controlled (CNC) machining and processing centres

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers setting up, operating and maintaining CNC machining and processing centres to produce furniture or components.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## 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 instructions are used to determine job requirements, including design, quality, materials, equipment and quantities |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Material for machining is selected and inspected for appropriate quality |
| | | 1.4 | Procedures are determined for minimising waste material |
| | | 1.5 | Procedures are identified for maximising energy efficiency while completing the job |


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| | | | |
|---|---|---|---|
| 2 | Set up for machining and processing | 2.1 | CNC program is set to job requirements |
| | | 2.2 | Safety equipment, including emergency stops, gauges, guards and controls are checked |
| | | 2.3 | Machining and processing settings and adjustments are made in accordance with job requirements and machining and processing and tool manufacturer instructions |
| | | 2.4 | Machining and processing, cutting tools and jigs are checked for safe and effective operation |
| | | 2.5 | Trial runs are conducted to check machining and processing operation and quality of finished work |
| | | 2.6 | Final adjustments are made to CNC programs and equipment according to workplace procedures |
| 3 | Operate machining and processing centres | 3.1 | Machining and processing centres are operated and monitored to ensure product quality and output |
| | | 3.2 | Waste quantities are checked and minimised |
| | | 3.3 | Problems with the required work are identified and reported to appropriate persons |
| | | 3.4 | Items that do not meet quality requirements are repaired, recycled or discarded according to workplace procedures |
| | | 3.5 | Any authorised changes in working procedures are followed |
| 4 | Finalise operation and maintain equipment | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 4.2 | Machinery is cleaned and left in a safe mode |
| | | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 4.4 | Unused hardware is collected and stored for re-use or disposal following workplace procedures |
| | | 4.5 | Waste and scrap materials are dealt with following workplace procedures |


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# 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.

| | |
|---|---|
| **CNC machining and processing centres include** | • a three axis machining centre<br>• multi-tasking machining centres<br>• flat-bed routers and mortise |
| **Materials to be machined and processed include:** | • solid timber<br>• manufactured board |
| **Unit scope includes:** | • reading and interpreting drawings<br>• selecting and installing tooling<br>• setting jigs and fixtures<br>• programming (sub-programs and parametrics)<br>• performance of computer-aided design (CAD)/computer-aided manufacture (CAM) functions<br>• downloading and storage of data to complete detailed profiling<br>• other specified operations |
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving in the set up and operation of machining and processing centres<br>• competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic |


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| | |
|---|---|
| | furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components |
| **Tools and equipment include:** | • stand-alone or integral computing systems<br>• machine-specific tools |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFM3031B Set up, operate and maintain CNC machining and processing centres.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM3022 Set up, operate and maintain computer numerically controlled (CNC) machining and processing centres

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Locate, interpret and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection practices to:
  - minimise the risk of injury to self or others
  - prevent damage to goods, equipment or products
  - maintain required production output and product quality
- Identify, set up and operate CNC machining and processing centre equipment to complete detailed profiling, including:
  - development and application of sub-program
  - development and application of parametric program, and
  - application of CAD/CAM functions
- Conduct operator maintenance on the machining and processing centre equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Types, characteristics, uses and limitations of CNC machining and processing centres
- CNC theory, practices and techniques
- Characteristics of materials used and uses of products produced
- Work flow processes
- Procedures for reporting materials, product or equipment faults


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# 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 CNC controlled equipment, standard operating procedures, unprocessed materials.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM3023 Produce and maintain cutting tools

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers selecting and machining materials to produce and maintain cutting tools used in woodworking machinery.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## 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 instructions are used to determine job requirements, including development, quality, materials, equipment and quantities |
| | | 1.2 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 Material for machining is selected and inspected for quality |
| | | 1.4 Machines, grinding tools and accessories are identified and checked for safe and effective operation |
| | | 1.5 Procedures are determined for minimising waste material |
| | | 1.6 Procedures are identified for maximising energy efficiency |


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| | | | |
|---|---|---|---|
| | | | while completing the job |
| 2 | Set up machines | 2.1 | Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | | 2.2 | Grinding operations are checked for accuracy and quality of finished work |
| | | 2.3 | Necessary adjustments are made to machine settings |
| 3 | Operate machines | 3.1 | Machine start-up procedure is carried out in accordance with manufacturer instructions |
| | | 3.2 | Tooling is machined in accordance with manufacturer instructions, safe handling procedures and standard workplace operating procedures |
| | | 3.3 | Machine is operated in accordance with its designed capacity and purpose, and to manufacturer recommendations |
| | | 3.4 | Machine operation is monitored to ensure product quality and output |
| | | 3.5 | Waste quantities are checked and minimised |
| | | 3.6 | Items that do not meet quality requirements are repaired, recycled or discarded according to workplace procedures |
| | | 3.7 | Problems with the required work and/or the operation of the machine are identified and reported to appropriate persons |
| | | 3.8 | Daily routine lubrication and adjustments to the machines are made |
| 4 | Finalise operation and maintain equipment | 4.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 4.2 | Machinery is cleaned and left in a safe mode |
| | | 4.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 4.4 | Unused hardware is collected and stored for re-use or disposal following workplace procedures |
| | | 4.5 | Waste and scrap materials are dealt with following |


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workplace procedures

## 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.

**Machines include:**

- a tool and cutter grinder or a profile grinder
- a straight knife grinder and a bench or pedestal grinder

**Unit scope includes:**

- identification of cutter design requirements
- geometrical development of cutter profiles
- inspection and identification of maintenance requirements
- selection and matching of abrasives for job requirements
- producing templates
- maintenance of detailed cutter profiles
- maintenance of straight cutters for a range of woodworking machines

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving in the set up and operation of machines

**Cutting tools include:**

- profile knives
- router cutters
- straight knives
- profile cutter heads


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| | |
|---|---|
| **Materials include:** | • high-speed steel and tungsten carbide<br>• other combination materials |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFFM3032B Produce and maintain cutting tools.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM3023 Produce and maintain cutting tools

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Read and interpret cutting lists and job specifications to prepare for work
- Identify materials used in the work process
- 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
- Produce a set of two (2) matching profile cutters
- Maintain a router cutter and solid profile cutter head
- Conduct operator maintenance on the machines/ equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Types, characteristics, uses and limitations of grinding machines
- Cutter development geometry and principles
- Characteristics, properties and limitations of cutter steels
- Grinding practices and techniques
- Types, characteristics and limitations of grinding adhesives and processes
- Workplace guidelines regarding acceptable tolerance levels
- Workplace safety policies and procedures
- Procedures for reporting machinery faults and material defects


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# 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 grinding machines, standard operating procedures and unprocessed materials.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFM3024 Construct jigs and fixtures

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers preparing and constructing jigs and fixtures to produce furniture components.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furniture Making

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify the purpose of the jig or fixture | 1.1 | Purpose of the jig or fixture, and the equipment it is to be used on is established |
| | | 1.2 | Proposed service life of jig or fixture is established |
| | | 1.3 | Tolerances allowed are identified |
| | | 1.4 | Materials for jig construction are established |
| | | 1.5 | Quality requirements for each stage of the construction process are identified |
| 2 | Plan jig or fixture construction | 2.1 | Plan of proposed jig or fixture is produced |
| | | 2.2 | Approval of design is gained through workplace |


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| | | | |
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| | | | procedures |
| | | 2.3 | Steps or stages in production are planned, noting check points for measurements and tests |
| 3 | Collect materials and equipment | 3.1 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 3.2 | Sufficient materials to complete the project are assembled ready for use |
| | | 3.3 | Suitable work area is selected |
| | | 3.4 | Hand and/or power tools are identified and checked for serviceability and assembled in work area |
| | | 3.5 | Appropriate equipment required is identified and checked for serviceability |
| 4 | Construct the jig or fixture | 4.1 | Production plan is followed to construct the jig or fixture |
| | | 4.2 | Tools and equipment are used in accordance with workplace procedures |
| | | 4.3 | Quality checks are conducted at the identified points |
| | | 4.4 | Modifications are identified and recommended within workplace procedures |
| | | 4.5 | Modifications to the plan are documented and followed |
| | | 4.6 | Jig or fixture is checked for fitness for purpose |
| 5 | Finalise operation and maintain equipment | 5.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 5.2 | Machinery is cleaned and left in a safe mode |
| | | 5.3 | Faulty and/or defective equipment is tagged and reported in accordance with workplace practices |
| | | 5.4 | Unused hardware is collected and stored for re-use or disposal following workplace procedures |
| | | 5.5 | Waste and scrap materials are dealt with following workplace procedures |


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# 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.

| | |
|---|---|
| **Machines for which jigs and fixtures are made include:** | • band saws<br>• cross-cut saws<br>• jig saws<br>• mitre saws<br>• panel and rip saws<br>• belt sanders<br>• panel planers<br>• surface planers<br>• horizontal borers<br>• vertical drill presses<br>• mortisers<br>• tenoners<br>• spindle moulders<br>• overhead and inverted pin routing machines |
| **Uses for jigs and fixtures include:** | • holding<br>• shaping<br>• drilling<br>• cutting<br>• routing |
| **Production of components requiring jigs and fixtures include:** | • chair legs<br>• shaping curved components<br>• end panels<br>• trenching<br>• grooving |
| **Tools and equipment include:** | • measuring tapes or rulers<br>• hammers |


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- mallets
- squares
- bevels
- chisels
- planes
- hand saws
- power saws
- power drills/screwdrivers
- pneumatic tools, compressor and spray equipment
- clamps
- screwdrivers
- pincers

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous substances and dangerous goods code, and local safe operating procedures
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving in the set up and operation of machines
- competency may be demonstrated in workplaces involved in the manufacture of solid timber furniture, domestic furniture, commercial furniture, kitchen and bathroom cabinets and/or furniture components

**Materials used in the construction of jigs and fixtures include:**

- solid timber
- manufactured board
- metal
- plastics
- synthetic solids
- laminates and non-ferrous materials

**Personal protective equipment includes:**

- that prescribed under legislation, regulations and enterprise policies and practices

**Information and procedures include:**

- workplace procedures relating to the use of tools and equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures


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# Unit Mapping Information

Supersedes and is equivalent to LMFFM3033B Construct jigs and fixtures.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFM3024 Construct jigs and fixtures

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection practices to:
  - minimise the risk of injury to self or others
  - prevent damage to goods, tools, equipment or products
  - maintain required production output and product quality
- Select materials and construct a minimum of three (3) different types of jigs/fixtures, including one (1) for a shaping machine and one (1) which is adjustable
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Types, characteristics, uses and limitations of jigs and fixtures
- Criteria for selecting material for use in jigs and fixtures
- Requirements for cutting, shaping and joining materials
- Identification of equipment, processes and procedures
- Work flow in relation to the use of jigs and fixtures

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 a job context, materials and equipment for jig or fixture construction.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFP2001 Undertake a basic furniture making project

## Modification History

Release 1. New unit

## Application

This unit of competency covers preparing, assembling and finishing a basic furnishing project.

It is designed for use in a pre-employment skills introduction program and is suitable for use in institutional-based vocational programs. Skills development will take place under direct supervision.

This unit is not to be used in a traineeship or apprenticeship training program or associated qualifications. It is only to be used in pre-employment programs and carries no credit towards apprenticeship/trade and other qualification types in manufacturing and furnishings.

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

## Pre-requisite Unit

Nil

## Competency Field

## Unit Sector

Furniture Making Pathways

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Research furnishing | 1.1 | Determine materials that are appropriate for furnishing projects |


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| | | | |
|---|---|---|---|
| | materials and components | 1.2 | Describe the design advantages of those furnishing materials when compared to each other |
| | | 1.3 | Identify and source commonly available hardware |
| | | 1.4 | Identify and research different methods used to join timber and engineered board |
| | | 1.5 | Describe the advantages of the different joining methods |
| 2 | Develop a furnishing-based project | 2.1 | Select a project from a range of furniture pieces that can be completed in the institution in the available time |
| | | 2.2 | Determine the types of material required for the project |
| | | 2.3 | Calculate the amount of material and components required |
| | | 2.4 | Develop project scope and gain approval for the project |
| 3 | Determine drawing requirements | 3.1 | Research different methods of producing drawings |
| | | 3.2 | Decide how drawings will be produced, e.g. using a computer-aided design (CAD) systems and/or hand drawing equipment, and/or freehand sketches |
| | | 3.3 | Decide on appropriate dimensioning methods for the drawings produced |
| | | 3.4 | Decide on methods and conventions for naming and saving new or modified drawings |
| 4 | Create project drawings | 4.1 | Produce drawings of the project that is to be completed using either CAD systems or hand drawing equipment |
| | | 4.2 | Review drawings with trainer/instructor and peers |
| | | 4.3 | Modify drawings as required in response to the feedback provided |
| | | 4.4 | Produce an items and materials list using either the CAD system computer software or by hand |


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| | | | |
|---|---|---|---|
| 5 | Plan the manufacture of the product | 5.1 | Determine the machines, tools and equipment required and WHS/PPE requirements |
| | | 5.2 | Determine the sequence of individual component manufacture and measures needed to protect manufactured components from damage |
| | | 5.3 | Develop a sequence for the assembly of the project |
| | | 5.4 | Get advice and approval for the project and plan |
| 6 | Manufacture the product | 6.1 | Follow safe work practices and procedures |
| | | 6.2 | Comply with work health and safety (WHS) requirements at all times |
| | | 6.3 | Use appropriate personal protective equipment (PPE) in accordance with procedures |
| | | 6.4 | Manufacture and store components and acquire stock components according to the developed plan |
| | | 6.5 | Assemble product according to the developed and approved plan using appropriate hand and power tools and equipment |
| | | 6.6 | Check for conformance to requirements throughout the manufacture and assembly process |
| 7 | Complete work requirements | 7.1 | Clear work area of waste and clean according to requirements |
| | | 7.2 | Maintain and/or store machines, tools and equipment according to instructions |

# Foundation Skills

This section describes those required skills (reading, writing, oral communication and numeracy) that are essential to workplace performance in this unit of competency.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Range of Conditions

This field allows for 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.

**Furnishing projects include one (1) or more of the following:**

- lamp table
- hall table
- bedside table
- occasional table
- hat stand
- dining chair
- writing desk
- blanket box
- ottoman

**Furnishing materials include one (1) more of the following:**

- types of timber
- engineered board
- composite materials
- upholstery foams
- glass
- textiles
- metal
- pre-machined components

**Types of hardware include one (1) or more of the following:**

- hinges
- knockdown fittings
- handles
- screws
- staples
- nails/upholstery tacks
- drawer runners and fixtures
- locks

**Methods used to join timber and engineered board include one (1) or more of the following:**

- knock down fittings
- nails
- screws
- gluing
- biscuits
- timber joints
- dowels


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- dominoes

**PPE includes one (1) or more of the following:**

- safety glasses
- face and head protection
- protective footwear
- protective clothing
- respiratory protection
- ear protection
- gloves

# Unit Mapping Information

New unit

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFP2001 Undertake a basic furniture making project

## Modification History

Release 1. New unit

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- following work instructions, procedures and safe work practices
- applying safe handling requirements for equipment, products and materials, including the use of PPE
- selecting furnishing materials for the project
- selecting furnishing components for the project
- determining appropriate joining methods for furnishing materials and components
- producing drawings of an assembled project and its components
- planning the manufacture of a furnishing project, including all necessary calculations
- producing components according to created drawing requirements
- assembling project, including using tools and equipment in a safe and effective manner
- inspecting finished project against quality requirements
- tidying/cleaning work area as appropriate
- returning tools, equipment and project items to designated storage areas and/or conditions.

## Knowledge Evidence

Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include knowledge of:

- safe work practices and procedures in a furniture making environment and use of PPE
- sources of information on furnishing materials and components
- sources of information on furnishing projects
- furnishing drawing practices
- methods of joining timber and engineered board
- need for drawings that others can follow.

## Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator



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    - have vocational competency in undertaking a basic furniture making project at least to the level being assessed with relevant industry knowledge and experience.
- Assessment must occur in a sufficiently rigorous simulated environment that reflects realistic workplace situations.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required to complete the project.
- Project should include the use of a number of materials, tools, joining methods and complexity expected of a learner entering the furnishing industry.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFP2002 Develop a career plan for the furnishing industry

## Modification History

Release 1. New unit

## Application

This unit specifies the competency required to research careers, training and career path options in the furnishing industry. It involves research into the range of activities available in the industry to develop a career plan.

It is designed for use in a pre-employment skills introduction program and is suitable for use in institutional-based vocational programs. Skills development will take place under direct supervision.

This unit is not to be used in a traineeship or apprenticeship training program or associated qualifications. It is only to be used in pre-employment programs and carries no credit towards apprenticeship/trade and other qualification types in manufacturing and furnishings.

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

## Pre-requisite Unit

Nil

## Competency Field

## Unit Sector

Furniture Making Pathways

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Research | 1.1 | Identify sources of information of information about the |


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| | | | |
|---|---|---|---|
| | furnishing occupations | | furnishing industry and identify furnishing industry sectors |
| | | 1.2 | Determine and describe the types of occupations in furnishing and associated industries and the enterprises that employ furnishing occupations. |
| | | 1.3 | Identify and list an appropriate qualification or qualifications for each occupation, together with the requirements/methods of achievement. |
| 2 | Develop a career plan | 2.1 | Determine career paths within furnishing industry |
| | | 2.2 | Develop a training plan for entry into and progression through the determined career paths |
| | | 2.3 | Assess and describe own skills and interests |
| | | 2.4 | Develop a strategy for gaining access to an identified occupation |
| 3 | Review plan | 3.1 | Discuss plan with appropriate people |
| | | 3.2 | Amend plan as necessary |

# Foundation Skills

This section describes those required skills (reading, writing, oral communication and numeracy) that are essential to workplace performance in this unit of competency.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Range of Conditions

This field allows for 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.

| | |
|---|---|
| **Industries sectors include one (1) more of the following:** | • blinds, awnings and security screens<br>• cabinet making (kitchens, bathrooms and |


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| | |
|---|---|
| | built-in fitments)<br>• furniture making<br>• furniture finishing (polishing)<br>• flooring technology (timber, carpets and resilient)<br>• glass and glazing<br>• musical instrument making and repairs<br>• piano technology<br>• picture framing<br>• soft furnishings<br>• wood machining<br>• upholstery |
| **Occupations include one (1) or more of the following:** | • general duties<br>• production work<br>• artesian<br>• tradesman<br>• apprentice<br>• furnishings manufacturer<br>• paraprofessional designer<br>• paraprofessional technician<br>• installers<br>• technical sales |

# Unit Mapping Information

New unit

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFP2002 Develop a career plan for the furnishing industry

## Modification History

Release 1. New unit

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- researching occupations and employment opportunities in furnishing industry sectors
- researching types of enterprises that employ furnishing personnel with all levels of qualifications
- developing a personal career plan that describes own skills and interests.

## Knowledge Evidence

Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include knowledge of the:

- variety of furnishing industries sectors
- industries that employ furnishing people
- jobs/work in the furnishing industry
- types of learning institutions that support skills development in furnishing and allied industries.

## Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator
  - have vocational competency in developing a career plan for furnishing and manufacturing industry at least to the level being assessed with relevant industry knowledge and experience.
- Assessment must occur in a sufficiently rigorous simulated environment that reflects realistic workplace situations.
- Conditions for assessment must include access to research materials and documentation required.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFP2003 Prepare surfaces

## Modification History

Release 1. New unit

## Application

This unit specifies the competency required to prepare a range of surfaces for the application of surface coatings.

It is designed for use in a pre-employment skills introduction program and is suitable for use in institutional-based vocational programs. Skills development will take place under direct supervision.

This unit is not to be used in a traineeship or apprenticeship training program or associated qualifications. It is only to be used in pre-employment programs and carries no credit towards apprenticeship/trade and other qualification types in manufacturing and furnishings.

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

## Pre-requisite Unit

Nil

## Competency Field

## Unit Sector

Furniture Making Pathways

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Determine job requirements | 1.1 | Identify job requirements from specifications, drawings, designs, project sheets or work instructions |


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| | | | |
|---|---|---|---|
| | | 1.2 | Identify the workplace, health and safety (WHS) practices and procedures to be used |
| | | 1.3 | Locate, read and interpret the appropriate material safety data sheets (MSDS) |
| 2 | Plan and prepare for work | 2.1 | Identify the characteristics of the surface and the required surface coating materials |
| | | 2.2 | Identify procedures for surface preparation according to the surface and surface coating materials being used |
| | | 2.3 | Identify and set up tools, equipment and related controls, including safety guards, in accordance with work instructions |
| | | 2.4 | Identify and exclude sources of contamination in the work area |
| 3 | Prepare surfaces | 3.1 | Comply with work health and safety (WHS) requirements at all times |
| | | 3.2 | Use appropriate personal protective equipment (PPE) in accordance with procedures |
| | | 3.3 | Prepare surfaces using appropriate materials in accordance with specifications and work instructions |
| | | 3.4 | Rectify all surface preparation faults as required |
| | | 3.5 | Label and store prepared product ready for the next process |
| 4 | Check work area and maintain equipment | 4.1 | Clean equipment and inspect for serviceable condition and store and report faulty and/or defective equipment in accordance with procedures |
| | | 4.2 | Store or dispose of materials according to procedures |
| | | 4.3 | Clean and maintain work area |


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# Foundation Skills

This section describes those required skills (reading, writing, oral communication and numeracy) that are essential to workplace performance in this unit of competency.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Range of Conditions

This field allows for 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.

| | |
|---|---|
| **PPE includes one (1) or more of the following:** | • safety glasses<br>• face and head protection<br>• protective footwear<br>• protective clothing<br>• respiratory protection<br>• ear protection<br>• gloves |
| **Surfaces include three (3) or more of the following:** | • hardwood timber<br>• softwood timber<br>• medium density fibre board (MDF)<br>• veneered board<br>• metal<br>• composites |
| **Tools and equipment include one (1) or more of the following:** | • measuring tapes<br>• hammer<br>• nail punch<br>• liquid containers<br>• brushes<br>• scrapers<br>• file<br>• scourers<br>• abrasive papers<br>• sanding blocks<br>• steam iron<br>• power sanders/vacuum dust extraction system |


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- clamps

## Unit Mapping Information

New unit

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFP2003 Prepare surfaces

## Modification History

Release 1. New unit

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- following work instructions, procedures and safe work practices
- identifying and interpreting project sheets, specifications, drawings and other relevant information in preparing surfaces
- applying safe handling requirements for equipment, products and materials, including the use of PPE
- identifying and selecting materials to be used in the work process
- using mathematical ideas and techniques to complete measurements, including calculating area and estimating material requirements
- using tools and equipment in a safe and effective manner
- preparing surfaces to include three (3) or more of the following:
  - solid hardwood
  - solid softwood
  - veneered board
  - MDF
  - metal
  - composites
- inspecting finished surfaces against quality requirements
- minimising wastage of resources, including materials, time and money
- communicating and working effectively and safely with others.

## Knowledge Evidence

Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include knowledge of:

- safe work practices and procedures and use of PPE
- types, properties and characteristics of coatings
- surface preparation materials and techniques
- capabilities, limitations and safety requirements of tools and equipment
- hazardous substances, materials and precautions to be observed in preparing surfaces, including the review of the MSDS for each material to be used
- sequences in relation to the application and removal of surface coatings


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# Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator
  - have vocational competency in preparing surfaces at least to the level being assessed with relevant industry knowledge and experience
- Assessment must occur in a sufficiently rigorous simulated environment that reflects realistic workplace situations.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required to undertake this unit.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFP2004 Apply domestic surface coatings

## Modification History

Release 1. New unit

## Application

This unit specifies the competency required to apply domestic surface coatings by hand using a range of application methods.

It is designed for use in a pre-employment skills introduction program and is suitable for use in institutional-based vocational programs. Skills development will take place under direct supervision.

This unit is not to be used in a traineeship or apprenticeship training program or associated qualifications. It is only to be used in pre-employment programs and carries no credit towards apprenticeship/trade and other qualification types in manufacturing and furnishings.

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

## Pre-requisite Unit

Nil

## Competency Field

## Unit Sector

Furniture Making Pathways

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Determine job requirements | 1.1 | Identify job requirements from specifications, drawings, designs, project sheets or work instructions |


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| | | | |
|---|---|---|---|
| | | 1.2 | Identify the workplace, health and safety (WHS) practices and procedures to be used |
| | | 1.3 | Calculate the quantities required to complete the job to the furniture industry specifications |
| 2 | Plan and prepare for work | 2.1 | Determine the appropriate work practices from procedures and material safety data sheets (MSDS) information |
| | | 2.2 | Identify the characteristics of the surface and the required surface finish from specifications or work instructions |
| | | 2.3 | Select the appropriate application methods according to the project sheets or work instruction requirements |
| | | 2.4 | Identify and check tools, equipment and accessories for the required surface coating task for safe and effective operation |
| 3 | Prepare for application of surface coatings | 3.1 | Comply with work, health and safety (WHS) requirements at all times |
| | | 3.2 | Use appropriate personal protective equipment (PPE) in accordance with procedures |
| | | 3.3 | Check surfaces for contamination and correct preparation in accordance with specifications and work instructions |
| | | 3.4 | Prepare surfaces using appropriate materials in accordance with specifications and work instructions, if required |
| | | 3.5 | Identify and repair products with surface or other faults as required |
| | | 3.6 | Make trial applications of surface coatings to check equipment operation, materials consistency and specified surface finish |
| | | 3.7 | Identify faults and rectify according to procedures |


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| | | | |
|---|---|---|---|
| 4 | Apply surface coatings | 4.1 | Apply coatings according to project sheets, material manufacturer specifications and work instructions |
| | | 4.2 | Inspect finished products to meet specifications |
| | | 4.3 | Refinish products that do not meet specifications |
| 5 | Check work area and maintain equipment | 5.1 | Clean equipment and inspect for serviceable condition and store and report faulty and/or defective equipment in accordance with procedures |
| | | 5.2 | Store or dispose of materials according to procedures |
| | | 5.3 | Clean and maintain work area |

# Foundation Skills

This section describes those required skills (reading, writing, oral communication and numeracy) that are essential to workplace performance in this unit of competency.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Range of Conditions

This field allows for 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.

| | |
|---|---|
| **PPE includes one (1) or more of the following:** | • safety glasses<br>• face and head protection<br>• protective footwear<br>• protective clothing<br>• respiratory protection<br>• ear protection<br>• gloves |
| **Coatings include three (3) or more of the following:** | • enamel<br>• acrylic<br>• lacquers (water borne/solvent based) |


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| | |
|---|---|
| | • polish<br>• oils<br>• waxes |
| **Application methods include one (1) or more of the following:** | • brush<br>• swooge<br>• spray can<br>• roller<br>• domestic spray equipment |
| **Surfaces include two (2) or more of the following:** | • solid hardwood timber<br>• solid softwood timber<br>• manufactured board<br>• melamine<br>• metal<br>• composite |
| **Tools and equipment include one (1) or more of the following:** | • sanders<br>• pneumatic or low-voltage electric buff<br>• rubber<br>• sanding block<br>• tack cloth<br>• brushes<br>• rollers<br>• cotton cloth<br>• swooges |
| **Materials include one (1) or more of the following:** | • water<br>• detergent<br>• methylated spirits<br>• turpentine<br>• thinners<br>• abrasive papers<br>• cotton rags<br>• steel wool<br>• paint stripper/gel |


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# Unit Mapping Information

New Unit

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFP2004 Apply domestic surface coatings

## Modification History

Release 1. New unit

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- following work instructions, procedures and safe work practices
- identifying and interpreting project sheets, specifications, drawings and other relevant information in applying domestic surface coatings
- applying safe handling requirements for equipment, products and materials, including the use of PPE
- identifying and selecting application methods to be used to applying coatings
- using mathematical ideas and techniques to complete measurements, including calculating area and estimating material requirements
- using tools and equipment in a safe and effective manner
- preparing for and applying three (3) different types of coating to the following surfaces:
  - solid timber softwood and hardwood
  - engineered board
- inspecting finished coatings against quality requirements
- minimising wastage of resources, including materials, time and money
- communicating and working effectively and safely with others.

## Knowledge Evidence

Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include knowledge of:

- safe work practices and procedures and use of PPE
- identification of application techniques
- MSDS information for type of coatings selected
- characteristics of coatings, waxes and oils in terms of toxicity, reactivity, flammability and required viscosity
- capabilities, limitations and safety requirements of tools and equipment
- methods to prevent contamination of surfaces during and after finishing
- sequences in relation to the application of finishing material.


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# Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator
  - have vocational competency in applying domestic surface coatings at least to the level being assessed with relevant industry knowledge and experience
- Assessment must occur in a sufficiently rigorous simulated environment that reflects realistic workplace situations.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant procedures, product and manufacturing specifications.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFP2005 Join furnishing materials

## Modification History

Release 1. New unit

## Application

This unit covers the competency required to join furnishing materials using a variety of joining techniques.

It is designed for use in a pre-employment skills introduction program and is suitable for use in institutional-based vocational programs. Skills development will take place under direct supervision.

This unit is not to be used in a traineeship or apprenticeship training program or associated qualifications. It is only to be used in pre-employment programs and carries no credit towards apprenticeship/trade and other qualification types in manufacturing and furnishings.

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

## Pre-requisite Unit

Nil

## Competency Field

## Unit Sector

Furniture Making Pathways

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Determine job | 1.1 | Identify job requirements, including process, materials, finish and quantity, from specifications, drawings, |


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| | | | |
|---|---|---|---|
| | requirements | | designs, project sheets or work instructions |
| | | 1.2 | Identify the workplace, health and safety (WHS) practices and procedures to be used |
| 2 | Plan and prepare for work | 2.1 | Develop a work plan to logically sequence each stage |
| | | 2.2 | Determine the procedures for checking quality at each stage of the process |
| | | 2.3 | Select a suitable work area for the task |
| | | 2.4 | Identify and check tools and equipment for the application for safe and effective operation |
| 3 | Lay out and prepare materials | 3.1 | Select and check materials for defects following work instructions |
| | | 3.2 | Select and prepare suitable joining processes and methods |
| | | 3.3 | Prepare and lay out materials for joining |
| 4 | Join materials | 4.1 | Comply with work, health and safety (WHS) requirements at all times |
| | | 4.2 | Use appropriate personal protective equipment (PPE) in accordance with procedures |
| | | 4.3 | Measure, mark and cut to size materials in accordance with requirements |
| | | 4.4 | Apply adhesives according to work procedures and/or manufacturer instructions |
| | | 4.5 | Join materials and complete final trim and finishing to specifications |
| | | 4.6 | Check work against quality requirements |
| 5 | Check work area and maintain | 5.1 | Clean equipment and inspect for serviceable condition and store and report faulty and/or defective equipment in |


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|---|---|---|
| equipment | | accordance with procedures |
| | 5.2 | Store or dispose of materials according to procedures |
| | 5.3 | Clean and maintain work area |

# Foundation Skills

This section describes those required skills (reading, writing, oral communication and numeracy) that are essential to workplace performance in this unit of competency.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Range of Conditions

This field allows for 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.

| | |
|---|---|
| **PPE includes one (1) or more of the following:** | • safety glasses<br>• face and head protection<br>• protective footwear<br>• protective clothing<br>• respiratory protection<br>• ear protection<br>• gloves |
| **Joining methods include two (2) or more of the following:** | • butt<br>• dowel<br>• biscuit joint<br>• domino<br>• matched joint<br>• rebate joint |
| **Machinery includes one (1) or more of the following:** | • docking saw<br>• rip saw<br>• sanders<br>• vertical and horizontal drills<br>• biscuit machine |


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| | |
|---|---|
| | • domino machine |
| **Tools and equipment include one (1) or more of the following:** | • measuring tapes and rulers<br>• hammers<br>• mallets<br>• squares<br>• bevels<br>• chisels<br>• planes<br>• hand saws<br>• power drills<br>• biscuit machine<br>• domino machine<br>• dowel jigs<br>• clamps and cramps<br>• abrasives<br>• cleaning materials |
| **Materials include two (2) or more of the following:** | • timber softwoods and hardwoods<br>• composites<br>• plastic<br>• adhesives |

# Unit Mapping Information

New unit

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFP2005 Join furnishing materials

## Modification History

Release 1. New unit

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- following work instructions, procedures and safe work practices
- identifying and interpreting project sheets, specifications, drawings and other relevant information in joining furnishing materials
- applying safe handling requirements for equipment, products and materials, including the use of PPE
- identifying and selecting materials and joining methods to be used in the work process
- using mathematical ideas and techniques to complete measurements, including calculating area and estimating material requirements
- using tools and equipment in a safe and effective manner
- joining a minimum of the following:
  - two (2) timber products – one (1) hardwood and one (1) softwood

    and
  - one (1) composite product
- inspecting finished product against quality requirements
- minimising wastage of resources, including materials, time and money
- communicating and working effectively and safely with others.

## Knowledge Evidence

Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include knowledge of:

- safe work practices and procedures and use of PPE
- types, characteristics, uses and limitations of timbers, composite and plastic materials
- joining techniques and their effect on materials
- types of joining methods and the impact of these on joining materials
- preparation of drawings/set-outs
- identification of hand and/or power tools, materials, equipment, processes and procedures
- sequences in relation to joining materials.


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# Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator
  - have vocational competency in joining furnishing materials at least to the level being assessed with relevant industry knowledge and experience
- Assessment must occur in a sufficiently rigorous simulated environment that reflects realistic workplace situations.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant procedures, product and manufacturing specifications.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFP2006 Make simple timber joints

## Modification History

Release 1. New unit

## Application

This unit specifies the competency required to make simple timber joints by hand operations.

It is designed for use in a pre-employment skills introduction program and is suitable for use in institutional-based vocational programs. Skills development will take place under direct supervision.

This unit is not to be used in a traineeship or apprenticeship training program or associated qualifications. It is only to be used in pre-employment programs and carries no credit towards apprenticeship/trade and other qualification types in manufacturing and furnishings.

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

## Pre-requisite Unit

Nil

## Competency Field

## Unit Sector

Furniture Making Pathways

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Determine job requirements | 1.1 | Identify job requirements, including product purpose, furniture style and joint type, from specifications, drawings, designs, project sheets or work instructions |


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| | | | |
|---|---|---|---|
| | | 1.2 | Identify the workplace, health and safety (WHS) practices and procedures to be used |
| 2 | Plan and prepare for work | 2.1 | Select and check tools, equipment and materials prior to use to ensure they are appropriate for the work, serviceable and in a safe condition |
| | | 2.2 | Select adhesives and fasteners to match the joint type |
| 3 | Make simple joint | 3.1 | Comply with work, health and safety (WHS) requirements at all times |
| | | 3.2 | Use appropriate personal protective equipment (PPE) in accordance with procedures |
| | | 3.3 | Mark out cutting and joining lines to suit joint type |
| | | 3.4 | Check measurements and calculations for accuracy to ensure quality outcomes |
| | | 3.5 | Construct the joints using furniture sector hand and power tools |
| | | 3.6 | Join timber in accordance with project sheets or work instruction requirements |
| | | 3.7 | Use fasteners, adhesives and appropriate clamping systems to make joints firm, where required |
| | | 3.8 | Check finished joint against quality requirements |
| 4 | Check work area and maintain equipment | 4.1 | Clean equipment and inspect for serviceable condition and store and report faulty and/or defective equipment in accordance with procedures |
| | | 4.2 | Store or dispose of materials according to procedures |
| | | 4.3 | Clean and maintain work area |


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# Foundation Skills

This section describes those required skills (reading, writing, oral communication and numeracy) that are essential to workplace performance in this unit of competency.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Range of Conditions

This field allows for 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.

| | |
|---|---|
| **PPE includes one (1) or more of the following:** | • safety glasses<br>• face and head protection<br>• protective footwear<br>• protective clothing<br>• respiratory protection<br>• ear protection<br>• gloves |
| **Joints include two (2) or more of the following:** | • butt joint<br>• dowel<br>• domino<br>• biscuit joint<br>• mitre |
| **Tools and equipment include one (1) or more of the following:** | • chisels<br>• mallets<br>• vices<br>• dovetail saws<br>• tenon saws<br>• coping saws<br>• files<br>• hand drills<br>• power drills<br>• dowel jigs and power routers<br>• biscuit machine<br>• domino machine<br>• clamps and cramps |


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| | |
|---|---|
| **Adhesives include one (1) or more of the following:** | • polyurethane<br>• cyanoacrylate<br>• PVA<br>• urea formaldehyde |
| **Timbers include the following:** | • softwood<br>• hardwood |
| **Quality requirements include:** | • visual appearance<br>• tolerance<br>• gaps or play in joints and strength |

# Unit Mapping Information

New unit

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFP2006 Make simple timber joints

## Modification History

Release 1. New unit

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- following work instructions, procedures and safe work practices
- identifying and interpreting project sheets, specifications, drawings and other relevant information in making simple timber joints
- applying safe handling requirements for equipment, products and materials, including the use of PPE
- selecting appropriate joints types for the furniture item and appropriate adhesive types
- using mathematical ideas and techniques to complete measurements, including calculating area and estimating material requirements
- using tools and equipment in a safe and effective manner
- producing a minimum of two (2) different simple timber joints in hardwood and softwood timbers using furniture sector hand and power tool operations
- inspecting finished timber joints against quality requirements
- minimising wastage of resources, including materials, time and money
- communicating and working effectively and safely with others.

## Knowledge Evidence

Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include knowledge of:

- safe work practices and procedures and use of PPE
- advantages and disadvantages of hardwood and softwood timbers
- types of timber joints and where best utilised
- types, characteristics, properties and selection criteria of adhesives used
- capabilities, limitations and safety requirements of tools and equipment
- matching requirements of adhesives and fasteners to timbers/materials used
- assembly process in relation to the timber joint being made.

## Assessment Conditions

- Assessors must:


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  - satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator
  - have vocational competency in making simple timber joints at least to the level being assessed with relevant industry knowledge and experience
- Assessment must occur in a sufficiently rigorous simulated environment that reflects realistic workplace situations.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant procedures, product and manufacturing specifications.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

# Links

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# MSFFP2007 Identify materials used in furnishing production

## Modification History

Release 1. New unit

## Application

This unit specifies the competency required to identify materials and their properties used in production of furnishing goods.

It is designed for use in a pre-employment skills introduction program and is suitable for use in institutional-based vocational programs. Skills development will take place under direct supervision.

This unit is not to be used in a traineeship or apprenticeship training program or associated qualifications. It is only to be used in pre-employment programs and carries no credit towards apprenticeship/trade and other qualification types in manufacturing and furnishings.

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

## Pre-requisite Unit

Nil

## Competency Field

## Unit Sector

Furnishing Pathways

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify materials used in furnishing | 1.1 | Research and identify types and sources of materials used in making of furniture and furnishings |


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| | | | |
|---|---|---|---|
| | production | 1.2 | Identify characteristics of materials and describe advantages of those materials to each other |
| | | 1.3 | Identify generic and trade names for materials |
| | | 1.4 | Identify the workplace, health and safety (WHS) considerations for materials used in furniture production |
| 2 | Determine uses of materials for production of furnishing goods | 2.1 | Determine uses of materials for furniture production |
| | | 2.2 | Determine handling and care requirements for furniture materials |
| | | 2.3 | Identify the types of common problems and faults of materials |
| 3 | Determine performance of materials used in furnishing production | 3.1 | Determine physical properties of materials |
| | | 3.2 | Identify and describe performance characteristics of materials |
| | | 3.3 | Interpret types of surface finishes used on materials |
| 4 | Identify common faults, problems and surface defects of materials | 4.1 | Identify common faults, problems and surface defects of materials |
| | | 4.2 | Interpret possible causes for common faults, problems and surface defects |
| | | 4.3 | Identify workplace quality practices relating to faults, problems and surface defects |

# Foundation Skills

This section describes those required skills (reading, writing, oral communication and numeracy) that are essential to workplace performance in this unit of competency.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Range of Conditions

This field allows for 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.

| | |
|---|---|
| **PPE includes one (1) or more of the following:** | • safety glasses<br>• face and head protection<br>• protective footwear<br>• protective clothing<br>• respiratory protection<br>• ear protection<br>• gloves |
| **Furnishing goods include two (2) or more of the following:** | • furniture<br>• picture frames<br>• upholstery<br>• decorative glass<br>• curtains<br>• textile product components |
| **Materials include three (3) or more of the following:** | • timber, including:<br>  • hardwood<br>  • softwood<br>  • engineered wood product<br>• composite materials, including:<br>  • medium density fibre board (MDF)<br>  • particleboard<br>  • engineered boards<br>  • plywood<br>  • plastics<br>• metals, including:<br>  • aluminium<br>  • brass<br>  • lead<br>  • steel<br>• adhesives and chemicals, including:<br>  • polyurethane adhesives<br>  • rubber cement<br>  • PVA<br>  • urea formaldehyde |


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| | |
|---|---|
| | • solvent-based spray finishes<br>• solvent-based emulsions<br>• fabrics, including:<br>• canvas<br>• satin<br>• silk<br>• taffeta<br>• webbing |
| **Characteristics include one (1) or more of the following:** | • stretch<br>• size<br>• natural features including:<br>• fiddle back<br>• ribbon<br>• medullary rays<br>• grain<br>• colour<br>• substance<br>• properties and uses of different types of materials |
| **Performance characteristics include one (1) or more of the following:** | • stretch<br>• abrasion<br>• durability<br>• elasticity<br>• insulation<br>• noise absorption<br>• strength<br>• fire resistance |
| **Faults, problems or defects include one (1) or more of the following:** | • marks<br>• loose knots<br>• gum vein<br>• drying checks<br>• felling shakes<br>• colour<br>• stains |


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# Unit Mapping Information

New Unit

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFP2007 Identify materials used in furnishing production

## Modification History

Release 1. New unit

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- following work instructions, procedures and safe work practices
- identifying and interpreting project sheets, specifications, drawings and other relevant information in identifying a range of materials used in furniture production
- identifying a minimum of three (3) different types of material used within the furnishing industry, including their characteristics, physical properties and performance characteristics
- identifying common faults, problems and surface defects of materials
- maintaining accurate records.

## Knowledge Evidence

Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include knowledge of:

- safe work practices and procedures and use of PPE
- generic and common trade names of materials used in furniture production
- handling procedures for materials
- material characteristics on a range of materials
- performance characteristics
- common faults, problems and defects
- quality standards and practices
- safety and environmental aspects of relevant production and assembly processes
- relevant federal and state or territory legislative or regulatory requirements
- recording and reporting procedures.

## Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator
  - have vocational competency in identifying materials used in furniture production, at least to the level being assessed, with relevant industry knowledge and experience


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- Assessment must occur in a sufficiently rigorous simulated environment that reflects realistic workplace situations.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant procedures, product and manufacturing specifications associated with this unit.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFP2008 Make a simple upholstery product

## Modification History

Release 1. New unit

## Application

This unit specifies the competency required to make simple upholstery products by hand and power tool operations.

It is designed for use in a pre-employment skills introduction program and is suitable for use in institutional-based vocational programs. Skills development will take place under direct supervision.

This unit is not to be used in a traineeship or apprenticeship training program or associated qualifications. It is only to be used in pre-employment programs and carries no credit towards apprenticeship/trade and other qualification types in manufacturing and furnishings.

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

## Pre-requisite Unit

Nil

## Competency Field

## Unit Sector

Furniture Making Pathways

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Determine job | 1.1 | Identify job requirements, including product purpose, furniture style and upholstery foundations, from |


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| | | | |
|---|---|---|---|
| | requirements | | specifications, drawings, designs, project sheets or work instructions |
| | | 1.2 | Identify the workplace, health and safety (WHS) practices and procedures to be used |
| 2 | Determine materials required | 2.1 | Determine material requirements from specifications, project sheets or work instructions |
| | | 2.2 | Determine foam, foundation and frame requirements |
| 3 | Plan and prepare for work | 3.1 | Select and check tools, equipment and materials prior to use to ensure they are appropriate for the work, serviceable and in a safe condition |
| | | 3.2 | Select and check fabrics and foundations to match the job type |
| | | 3.3 | Select and check frame |
| 4 | Make simple upholstery product | 4.1 | Comply with work, health and safety (WHS) requirements at all times |
| | | 4.2 | Use appropriate personal protective equipment (PPE) in accordance with procedures |
| | | 4.3 | Prepare cutting list and cutting plan for all upholstery components |
| | | 4.4 | Check measurements and calculations for accuracy to ensure quality outcomes |
| | | 4.5 | Cut fabric and foam under supervision |
| | | 4.6 | Prepare frame and attach webbing, foam, polyester fibre and fabric using appropriate hand and power tools |
| | | 4.7 | Check finished item against quality requirements |
| 5 | Check work area and maintain equipment | 5.1 | Clean equipment and inspect for serviceable condition and store and report faulty and/or defective equipment in accordance with procedures |


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5.2 Store or dispose of materials according to procedures

5.3 Clean and maintain work area

## Foundation Skills

This section describes those required skills (reading, writing, oral communication and numeracy) that are essential to workplace performance in this unit of competency.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

This field allows for 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.

| | |
|---|---|
| **PPE includes one (1) or more of the following:** | • safety glasses<br>• face and head protection<br>• protective footwear<br>• protective clothing<br>• respiratory protection<br>• ear protection<br>• gloves |
| **Furniture items include one (1) more of the following:** | • footstool<br>• box with lid<br>• bedhead |
| **Foundations include one (1) or more of the following:** | • zigzag springs<br>• elastic webbing<br>• latex foam<br>• polyurethane foam<br>• polyester fibre |
| **Materials include one (1) or more of the following:** | • leathers<br>• vinyls suitable for upholstery<br>• fabrics (jacquards, prints, plain weaves, |


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| | |
|---|---|
| | velvets and tapestries) |
| **Tools and equipment include one (1) or more of the following:** | • foam cutter/knife<br>• side cutters<br>• staple lifter<br>• staple gun<br>• marking pencils/chalk<br>• scissors<br>• ruler and tape measure |
| **Quality requirements include:** | • even visual appearance<br>• no wrinkles<br>• gaps or play in joints and strength alignment<br>• neatness<br>• comfort |

# Unit Mapping Information

New unit

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFP2008 Make a simple upholstery product

## Modification History

Release 1. New unit

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- following work instructions, procedures and safe work practices
- identifying and interpreting project sheets, specifications, drawings and other relevant information in making simple upholstery products
- applying safe handling requirements for equipment, products and materials, including the use of PPE
- selecting appropriate fabrics for the furniture item and appropriate foundations
- using mathematical ideas and techniques to complete measurements, including calculating area and estimating material requirements
- using tools and equipment in a safe and effective manner
- producing a simple upholstered project by hand and power operations
- inspecting finished product against quality requirements
- minimising wastage of resources, including materials, time and money
- communicating and working effectively and safely with others.

## Knowledge Evidence

Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include knowledge of:

- safe work practices and procedures and use of PPE
- types, characteristics, properties and selection criteria for materials used
- capabilities, limitations and safety requirements of tools and equipment
- matching requirements of fasteners to timbers/materials used
- assembly process in relation to the upholstery product being made.

## Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator
  - have vocational competency in making simple upholstery projects at least to the level being assessed with relevant industry knowledge and experience


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- Assessment must occur in a sufficiently rigorous simulated environment that reflects realistic workplace situations.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant procedures, product and manufacturing specifications.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFP2009 Identify materials suitable for kitchen or bathroom construction

## Modification History

Release 1. New unit

## Application

This unit specifies the competency required to identify materials suitable for the construction of kitchens or bathrooms.

It is designed for use in a pre-employment skills introduction program and is suitable for use in institutional-based vocational programs. Skills development will take place under direct supervision.

This unit is not to be used in a traineeship or apprenticeship training program or associated qualifications. It is only to be used in pre-employment programs and carries no credit towards apprenticeship/trade and other qualification types in manufacturing and furnishings.

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

## Pre-requisite Unit

Nil

## Competency Field

## Unit Sector

Furnishing Pathways

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Research materials | 1.1 | Research and identify types and sources of materials |


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| | | | |
|---|---|---|---|
| | used in kitchen or bathroom construction | | suitable for use in the construction of kitchens or bathrooms |
| | | 1.2 | Identify characteristics of materials and describe advantages of those materials to each other |
| | | 1.3 | Identify generic and trade names for materials |
| | | 1.4 | Identify the workplace, health and safety (WHS) considerations for materials used in furniture production |
| 2 | Identify materials used in kitchen or bathroom cabinet construction | 2.1 | Identify types of materials used in cabinet construction |
| | | 2.2 | Determine handling and care requirements |
| | | 2.3 | Determine the benefits and constraints, including range and cost |
| 3 | Identify materials used in benchtop construction | 3.1 | Identify types of materials used in benchtop construction |
| | | 3.2 | Determine handling and care requirements |
| | | 3.3 | Determine the benefits and constraints, including range and cost |
| 4 | Identify materials used in door production | 4.1 | Identify types of materials used in cabinet door production |
| | | 4.2 | Determine handling and care requirements |
| | | 4.3 | Identify the types finishes available for cabinet doors |
| | | 4.4 | Determine the benefits and constraints, including range and cost |
| 5 | Identify materials used in splashbacks | 5.1 | Identify types of materials used to create splashbacks |
| | | 5.2 | Determine handling and care requirements |
| | | 5.3 | Determine the benefits and constraints, including range and cost |


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| | | | |
|---|---|---|---|
| 6 | Identify bases/feet for base cabinets | 6.1 | Identify types of bases/feet for base cabinets |
| | | 6.2 | Determine the benefits and constraints, including range and cost |
| 7 | Develop proposals for materials for use in kitchen/bathroom construction | 7.1 | Identify requirements from client brief, project sheets or work instructions |
| | | 7.2 | Select the most appropriate materials to suit the client needs according to the information provided |
| | | 7.3 | Record the selection of all materials giving reasons for selection |
| | | 7.4 | Determine the work, health and safety (WHS) and personal protective equipment (PPE) requirements and considerations for the materials selected |
| | | 7.5 | Develop a proposal for materials for use in an inexpensive bathroom cabinet fitout and a ‘high end’ kitchen, in accordance with common industry procedures |

# Foundation Skills

This section describes those required skills (reading, writing, oral communication and numeracy) that are essential to workplace performance in this unit of competency.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Range of Conditions

This field allows for 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.

**PPE includes one (1) or more of the following:**

- safety glasses
- face and head protection
- protective footwear
- protective clothing
- respiratory protection


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| | |
|---|---|
| | • ear protection<br>• gloves |
| **Kitchen materials include four (4) or more of the following:** | • moisture resistant particleboard<br>• plywood<br>• high pressure laminate<br>• low pressure laminate<br>• vinyl/foil wrap<br>• resin-based solid surfaces<br>• solid stone<br>• reconstituted stone<br>• timber<br>• timber veneer<br>• paint<br>• glass<br>• stainless steel<br>• tiles |
| **Bathroom materials include two (2) or more of the following:** | • tiles<br>• wood<br>• glass<br>• ceramics<br>• stone |
| **Benchtop materials include four (4) or more of the following:** | • stone – granite and marble<br>• engineered stone<br>• timber<br>• solid surface<br>• laminates |
| **Door materials include one (1) or more of the following:** | • medium density fibre board (MDF)<br>• particleboard<br>• timber |
| **Door finishes include three (3) or more of the following:** | • wood veneers<br>• laminates<br>• paint<br>• melamine<br>• stainless steel |


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| | |
|---|---|
| | • vinyl |
| **Splashback materials include four (4) or more of the following:** | • tiles<br>• glass<br>• stainless steel<br>• natural stone<br>• terrazzo<br>• laminate sheeting<br>• pressed metal<br>• acrylic sheeting |
| **Feet for base cabinets include two (2) or more of the following:** | • saddle and insert feet<br>• self-adhesive, screw on feet and buffers<br>• tiltserts, buffers and glides<br>• machinery feet<br>• hexagonal and rubber feet<br>• adjustable feet<br>• plinth fabricated |

# Unit Mapping Information

New unit

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFP2009 Identify materials suitable for kitchen or bathroom construction

## Modification History

Release 1. New unit

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- following work instructions, procedures and safe work practices
- identifying and interpreting client brief, project sheets, specifications, drawings and other relevant information in identifying materials suitable for kitchen or bathroom construction
- using manufacturer catalogues and computer operations for internet access and searches
- identifying and reporting on a range of materials used in kitchen or bathroom construction, including:
  - a range of materials used in cabinet construction
  - a minimum of at least four (4) types of materials used in kitchen construction or a minimum of at least two (2) types of materials used in bathroom construction
  - a minimum of at least four (4) types of material used in benchtop construction
  - a minimum of at least four (4) types of material used in door production - (one (1) door material and three (3) finishes)
  - a minimum of at least four (4) types of material used to create splashbacks
  - a minimum of two (2) bases/feet for base cabinets
  - benefits and constraints of each selection, including cost
- handling and care requirements of materials selected
- developing a proposal to put forward a range of materials to construct an inexpensive bathroom cabinet fit-out or a ‘high end’ kitchen
- explaining the reasons for selection of material put forward to client based on appropriateness, range and cost
- communicating and working effectively and safely with others
- maintaining accurate records.
-

## Knowledge Evidence

Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include knowledge of:

- safe work practices and procedures and use of PPE
- information resources
- research techniques


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- features of a range of kitchen and bathroom materials
- precautions to be observed when handling materials
- types of finishes available for cabinet doors
- types of bases/feet for base cabinets and their appropriateness
- benefits and constraints to be considered when selecting materials and bases/feet, including the following:
  - benefits:
    - aesthetic qualities
    - longevity
    - durability
    - restorability
  - constraints:
    - cost
    - suitability
- reasons for selection and what constitutes a ‘high end’ kitchen
- client brief proposals
- recording and reporting procedures.

## Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator
  - have vocational competency in identifying materials suitable for kitchen and bathroom construction, at least to the level being assessed, with relevant industry knowledge and experience
- Assessment must occur in a sufficiently rigorous simulated environment that reflects realistic workplace situations.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant procedures, product and manufacturing specifications associated with this unit.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFP2010 Research and draw a basic kitchen or bathroom design

## Modification History

Release 1. New unit

## Application

This unit of competency covers researching basic kitchen or bathroom designs and drawing up a design to suit the client and their requirements.

It is designed for use in a pre-employment skills introduction program and is suitable for use in institutional-based vocational programs. Skills development will take place under direct supervision.

This unit is not to be used in a traineeship or apprenticeship training program or associated qualifications. It is only to be used in pre-employment programs and carries no credit towards apprenticeship/trade and other qualification types in manufacturing and furnishings.

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

## Pre-requisite Unit

Nil

## Competency Field

## Unit Sector

Furniture Making Pathways

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Research kitchen | 1.1 | Identify the major components of kitchens or bathrooms, |


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| | | | |
|---|---|---|---|
| | or bathroom components and design concepts | | their properties and application, using all available resources |
| | | 1.2 | Research and select internet based kitchen or bathroom design programs |
| | | 1.3 | Identify the benefits and disadvantages of a range of kitchen or bathroom components, such as overhead cabinets |
| | | 1.4 | Identify two basic bathroom or kitchen layouts and the most common application for each |
| | | 1.5 | Record results in accordance with procedures |
| 2 | Develop a design for a kitchen or bathroom | 2.1 | Determine the functionality of the kitchen or bathroom from client brief and/or work instructions |
| | | 2.2 | Select the most appropriate layouts to satisfy the client brief/work instructions |
| | | 2.3 | Select the major kitchen or bathroom components to meet specifications and requirements |
| | | 2.4 | Identify the basic functional zones and work flows required in a kitchen or a bathroom, to create a design to maximise efficiency |
| | | 2.5 | Design a basic bathroom or kitchen to suit requirements |
| | | 2.6 | Confirm design proposals with appropriate personnel |
| | | 2.7 | Sketch preliminary views of a kitchen or bathroom, including dimensions to assist in development of final drawings |
| 3 | Create kitchen or bathroom drawings | 3.1 | Using either computer-aided design (CAD) systems, hand drawing equipment or freehand sketches, draw up a basic bathroom or a kitchen with at least six (6) cabinets |
| | | 3.2 | Review drawings with appropriate personnel to ensure they fit the client requirements and brief |
| | | 3.3 | Modify drawings in response to feedback from appropriate personnel |


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# Foundation Skills

This section describes those required skills (reading, writing, oral communication and numeracy) that are essential to workplace performance in this unit of competency.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Range of Conditions

This field allows for 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.

| | |
|---|---|
| **PPE includes one (1) or more of the following:** | • safety glasses<br>• face and head protection<br>• hard hats<br>• protective footwear<br>• protective clothing<br>• respiratory protection<br>• ear protection<br>• gloves |
| **Resources include one (1) or more of the following:** | • briefing or discussions with appropriate personnel<br>• customer brief<br>• manufacture catalogues<br>• internet sites |
| **Kitchen appliances and components include four (4) or more of the following:** | • sinks<br>• oven/cooktops<br>• refrigerators<br>• microwave ovens<br>• range hoods<br>• splashbacks<br>• cabinets<br>• benchtops |
| **Bathroom components include four (4) or more** | • baths<br>• spas |


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| | |
|---|---|
| **of the following:** | • showers<br>• toilets/bidets<br>• basins<br>• vanities<br>• cabinets<br>• mirrors<br>• exhaust fans |
| **Functional zones and work flow include one (1) or more of the following:** | • Kitchen ‘work triangle’ - a concept used to determine efficient kitchen layouts. The primary tasks in a home kitchen are carried out between the cook top, the sink and the refrigerator. These three points and the imaginary lines between them, make up what experts call the ‘work triangle’<br>• Bathroom zones – the relationship to fixed showers/baths, toilets and vanity cabinets |
| **Appropriate personnel includes one (1) or more of the following:** | • client<br>• instructor<br>• teacher<br>• mentor<br>• supervisor<br>• peer group |

# Unit Mapping Information

New unit

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFP2010 Research and draw a basic kitchen or bathroom design

## Modification History

Release 1. New unit

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- following work instructions, procedures and safe work practices
- identifying and interpreting client brief, project sheets, specifications and other relevant information in researching and drawing a basic kitchen or bathroom design
- using manufacturer catalogues and computer operations for internet access and searches
- interpreting the principles of the ‘work triangle’ and how it is applied in kitchen design

  OR

- interpreting the principal of functional zones and traffic flows in a bathroom.
- giving examples of good and bad designs of a ‘work triangle’ or bathroom zones
- producing a drawing of the following:
  - a kitchen with at least six (6) cabinets; or
  - a basic bathroom with a minimum of four (4) components
- confirming drawing fits client requirements and brief with appropriate personnel
- modifying drawing as required
- communicating and working effectively and safely with others
- maintaining accurate records.

## Knowledge Evidence

Evidence required to demonstrate the required knowledge for this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include knowledge of:

- safe work practices and procedures in a furniture making environment and use of PPE
- sources of information on kitchen or bathroom components, including catalogues and internet sites
- benefits and disadvantages of overhead cabinets
- ‘work triangle’ concept and how it is applied in kitchen design – note that no leg of the triangle should be less than 1.2 m or more than 2.7 m. The sum of all these sides of the triangle should be between 4 m and 7.9 m.

OR

- concept of bathroom zones and how they apply to bathroom design
- examples of good and bad designs of a ‘work triangle’ or bathroom zones


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- free kitchen or bathroom design programs
- drawing equipment and software
- client brief proposals
- recording and reporting procedures.

## Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator
  - have vocational competency in researching and drawing basic designed for kitchens or bathrooms at least to the level being assessed with relevant industry knowledge and experience
- Assessment must occur in a sufficiently rigorous simulated environment that reflects realistic workplace situations.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required to complete the unit.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFFT4001 Coordinate on-site installation of furnishing products

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers coordinating tradespersons who provide services involved in the installation, refurbishment, restoration or repair of furnishing products, primarily in a kitchen, bathroom or laundry setting.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking kitchen and bathroom work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

## Pre-requisite Unit

## Competency Field

## Unit Sector

Furnishing Technology

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Plan the coordination of trade services involved in the project | 1.1 | Work instructions are used to determine job requirements, including design, tolerances, process, materials, finish and quantity |
| | | 1.2 | Load bearing walls are located |
| | | 1.3 | Worksite is inspected for compliance with contract documentation, including confirmation that all work can be undertaken as a non-structural improvement |



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| | | | |
|---|---|---|---|
| | | 1.4 | Additional information or revised drawings are sourced where necessary |
| | | 1.5 | Tradespersons are identified for the required installing services |
| | | 1.6 | Timeframes for carrying out the work are developed |
| 2 | Coordinate and inspect trade service outcomes | 2.1 | Appropriate trade services are coordinated in accordance with relevant timeframes |
| | | 2.2 | The impact of any variations are assessed and timeframes are varied as necessary |
| | | 2.3 | Trade works are progressively checked to ensure compliance with contract documentation |
| | | 2.4 | Satisfactory performance of trade services carried out by trade provider is monitored |
| | | 2.5 | The rectification of identified faults is organised and coordinated |
| | | 2.6 | The restoration of the site is coordinated to ensure compliance with contractual and industry standards |
| 3 | Verify trade work compliance with contract requirements | 3.1 | Final trade work is inspected, assessed and accepted or rejected |
| | | 3.2 | Payments for accepted trade services are authorised |

# 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


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work environment.

**Unit context includes:**

- work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate discretion, judgement and problem solving

**Furnishing installation processes include:**

- cabinets and the full range of products required in the installation
- refurbishment, restoration or repair of furnishing, particularly in kitchens, bathrooms or laundries

**Coordinated tradespersons include:**

- those who, by regulation and competency, have the authority to work on:
  - water supply
  - fixtures and fittings
  - drainage
  - natural and artificial lighting
  - power sources
  - ceiling and wall linings
  - waterproofing and sealants
  - ceramic tiling
  - interior painting
  - floor/finish coverings

**Personal protective equipment includes:**

- that prescribed under legislation, regulations and enterprise policies and practices

**Information and procedures include:**

- contractual documents and explanatory notes
- building codes, Australian Standards and CSIRO Notes on the Science of Building
- workplace procedures relating to the use of tools and equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures


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# Unit Mapping Information

Supersedes and is equivalent to LMFFT4001B Coordinate on-site installation of furnishing products.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFFT4001 Coordinate on-site installation of furnishing products

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Collect, organise and understand information related to multi-trade work instructions and work orders, building and structural plans and safety procedures
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Coordinate a site involving at least three (3) tradespeople on three (3) separate occasions
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Use workplace technology related to the coordination, including communication equipment, time and management aids and other measuring devices
- 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

- Tasks, functions, responsibilities and regulatory requirements for tradespeople involved in water supply and drainage, supply of power and lighting, ceiling and wall linings, tiling and waterproofing, flooring and painting
- Relevant building codes, regulations and codes of practice
- Plan interpretation techniques and standards
- Workplace coordination and communication techniques
- Conflict resolution techniques

## Assessment Conditions

- Assessors must:



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  - 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 work instructions, plans, work orders, associated and supporting tradespeople, industry and other standards, communication equipment and work areas.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGG1001 Complete a basic glass and glazing project

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers preparing, fabricating and assembling a basic glass and glazing project. It is designed for VET in Schools or pre-employment programs to introduce basic glass and glazing techniques and materials.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Glass and Glazing

## 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 instructions are used to determine job requirements for a basic glass and glazing job, including design variations, tolerances, process, materials, finish and quantity |
| | | 1.2 Work sequence is planned and procedures are determined for checking quality at each stage of the process |
| | | 1.3 Work health and safety requirements (WHS), including personal protective equipment, are observed throughout the work |
| | | 1.4 Preparatory drawings/set-outs for tasks are confirmed and a suitable work area selected |


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| | | | |
|---|---|---|---|
| | | 1.5 | Materials are selected following work instructions |
| | | 1.6 | Tools and equipment and a table suitable for the work are identified and checked for safe and effective operation |
| 2 | Fabricate and assemble components | 2.1 | Material is set out according to work instructions, prepared, and components marked according to workplace procedures |
| | | 2.2 | Tools, machines and equipment are used in accordance with safety requirements and manufacturer specifications |
| | | 2.3 | Components are fabricated, including any specified shapes, angles or curves, and checked against set-out and job requirements |
| | | 2.4 | Components are fitted to job requirements and the assembly process undertaken according to workplace procedures |
| | | 2.5 | Item is checked for compliance with specifications and finished in accordance with work instructions using edging equipment, where required |
| 3 | Finalise operation and maintain equipment | 3.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 3.2 | Off-cuts and unused materials are collected and stored for re-use or disposed of following workplace procedures |
| | | 3.3 | Waste and scrap materials are dealt with following workplace procedures |

# 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


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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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Work instructions include:** | • reading and interpreting plans<br>• developing set-outs<br>• using hand and power tools<br>• operating basic machinery<br>• applying quality requirements<br>• applying product finishing techniques and materials |
| **A basic glass and glazing project includes:** | • fish tank<br>• display case<br>• flower vase/box<br>• ornamental box/case |
| **Tools and equipment include:** | • flat felt covered cutting tables<br>• tungsten wheel glass cutters<br>• speed cutters<br>• circle cutters<br>• L-squares and straight edges<br>• tape measures<br>• glass handling gloves<br>• safety glasses<br>• gauntlets<br>• aprons<br>• marking pens<br>• chinagraph pencils<br>• templates and lubricants<br>drilling equipment (e.g. portable or wall-mounted)<br>• free-standing diamond drill presses and saws |
| **Tables appropriate for cutting large glass sheets include:** | • air flotation tables<br>• roller castor tables or tilt tables with air flotation<br>• breaker bars or roller castors |


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| | |
|---|---|
| **Materials include:** | • annealed glass (less than or 7 mm thick) and laminated glass (less than or 6.38 mm thick) as deemed appropriate for the project |
| **Edging equipment includes:** | • linishing or belt machines<br>• diamond or pencil edgers<br>• pumice or cork polishers<br>• horizontal wheels<br>• finger slotters<br>• hand tools |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices:<br>  • gloves<br>  • safety glasses<br>  • gauntlets<br>  • footwear<br>  • earmuffs<br>  • aprons and overalls |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment and personal protective equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures<br>• AS/NZS 4667:2000 Quality requirements for cut-to-size and processed glass |

# Unit Mapping Information

Supersedes and is equivalent to LMFGG1001C Complete a basic glass and glazing project.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGG1001 Complete a basic glass and glazing project

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Adapt or vary glass and glazing designs and prepare, fabricate and assemble at least one (1) basic glass and glazing project which:
  - is of thin glass (annealed glass or laminated glass of less than or 7 mm thick)
  - requires the use of glass and glazing hand tools and basic glass and glazing processing machines
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Interpretation of plan representation of product design
- Preparation of drawings/set-outs
- Work flow requirements in relation to glass and glazing projects
- Identification of glass and glazing hand and basic processing tools, materials, equipment, processes and procedures

## Assessment Conditions

- Assessors must:


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  - 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 plans/designs, glass and glazing hand tools and/or basic processing machines, project materials and a specified project.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGG2011 Glaze and reglaze residential windows and doors

## Modification History

Release 1. Supersedes and is equivalent to MSFGG2008 Glaze and re-glaze residential windows and doors.

## Application

This unit describes the skills and knowledge required to install glass to metal or timber doors, windows and other frames. It includes residential glazing and reglazing confined to simple windows such as fixed, sliding, casement, awning and double hung or louvres and doors such as sliding, hinged, pivot and bi-fold. Work may involve removal and installation of designed glass panels.

This unit applies to glaziers working in accordance with pre-determine work orders.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Glass and Glazing

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify work requirements | 1.1 Identify requirements for glass type and fixing method from review of documentation and communication with the customer<br>1.2 Identify and follow work health and safety requirements<br>1.3 Plan a logical work sequence suited to the job and workplace procedures |
| 2. Prepare for work | 2.1 Take accurate site measurements and establish clearance and wedge requirements |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 2.2 Select glass and frames, and check for type, size and imperfections against job requirements<br>2.3 Select glass type and fixing method in accordance with Australian Standards and advise customer if requirements impact on glass ordered<br>2.4 Select and check tools and equipment for suitability, serviceability and safety prior to use<br>2.5 Prepare fixing and sealing materials by mixing or cutting to length, in accordance with job requirements |
| 3. Identify site conditions and constraints | 3.1 Recognise on-site hazards and constraints and take corrective action in accordance with regulations and workplace requirements<br>3.2 Apply covering material to protect existing fixtures and fittings in accordance with workplace procedures<br>3.3 Identify characteristics of the window or door which may affect the finished job and take corrective action |
| 4. Perform glazing | 4.1 Safely remove and dispose of glass from existing frame in accordance with workplace procedures<br>4.2 Prepare frame to receive glass through check of size against specifications, removal of sealant remains, and surface preparation<br>4.3 Cut glass to size in accordance with work requirements<br>4.4 Fix glass to the frame using the selected method and in accordance with established industry procedures and Australian Standards<br>4.5 Use solvents and sealants in accordance with manufacturer recommendations and Australian Standards<br>4.6 Remove excess sealing material and clean glass and frame with suitable cleaning agents after fixing |
| 5. Complete work | 5.1 Check completed installation for compliance with specifications and rectify any deficiencies<br>5.2 Clean and store tools, equipment and materials in accordance with workplace procedures<br>5.3 Clean work area and leave in a safe condition, and dispose of or recycle waste in accordance with workplace protocols<br>5.4 Accurately complete required workplace documentation |


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# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFGG2008 Glaze and re-glaze residential windows and doors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGG2011 Glaze and reglaze residential windows and doors

## Modification History

Release 1. Supersedes and is equivalent to MSFGG2008 Glaze and re-glaze residential windows and doors.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- performed each of the following tasks at least once:
  - cut glass in accordance with Australian Standard AS1288
  - calculated glazing clearance and cutting size
  - hacked out and/or removed beads and glass safely from timber windows and doors
  - prepared glazing rebates and channels prior to installation
  - removed and disassembled aluminium window sashes and doors and removed glass safely
  - installed and/or adjusted unique, spiral or spring balances on double hung windows
  - taken template and glazed irregular shaped openings
- glazed or reglazed each of the following at least once in accordance with AS1288:
  - timber putty faced window sashes or door panel
  - timber beaded:
    - sidelight
    - fixed panel
    - pivot or hinged or bi-fold doors
  - aluminium framed channel glazed door or window
  - aluminium framed beaded door or window with wedge rubbers
  - louvre blades.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- relevant Australian Standards, their purpose and key provisions:
  - AS 1288: Glass in buildings - Selection and installation
  - AS/NZS 2208: Safety glazing materials in buildings
  - AS/NZS 4667: Quality requirements for cut-to-size and processed glass
- organisational customer communication standards and protocols


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- workplace safety system requirements related to the glazing of window and doorframes
- work flow requirements in relation to fitting glass
- qualities and characteristics of glass, including hazards and handling requirements for:
  - annealed glass
  - coated glass and insulated glass units
  - laminated glass patterned glass
  - tinted and heat reflective glass
  - toughened glass
  - wired glass
- qualities and characteristics of different frame types and how this impacts the glazing process, including:
  - plastic
  - aluminium
  - steel
  - solid timber
- factors that affect the fixing of glass and how this impacts on work, including:
  - compliance
  - specification
  - type of glass and frame
  - security requirements for specific locations
  - sealing methods
- types, characteristics, safe use, maintenance and limitations of tools, equipment and materials, including:
  - glass handling and lifting equipment
  - hack-out knives
  - nail punches
  - pop rivet guns
  - pry bars
  - putty knives
  - rubber mallets
  - sealant guns
  - spiral balancer
  - sprig and/or diamond guns
  - tape measures
  - tungsten wheel glass cutters
  - vinyl cutters and rollers
- types, characteristics, safe use and limitations of other materials, including:
  - adhesives
  - gaskets
  - glazing tapes


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  - sealants
  - setting blocks
- factors for consideration for products that include sash cords
- glazing techniques for window and door frames, the types of problems that may occur and how to avoid and respond, including:
  - channel glazing
  - beaded glazing
  - double glazing
  - heal and toe glazing
- quality indicators for glazed windows and doors
- documentation requirements for completed glazing work.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - locations and/or frames requiring glazing and reglazing
  - frames and glass as specified in the Performance Evidence
  - equipment, tools and materials to perform tasks specified in Performance Evidence
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGG2012 Operate glass freefall rack and table

## Modification History

Release 1. Supersedes and is equivalent to MSFGG2003 Operate glass freefall rack and table.

## Application

This unit describes the skills and knowledge required to use freefall racks and tables in handling glass.

This unit applies to glass processing workers and some glaziers working in accordance with established procedures.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Glass and Glazing

## Elements and Performance Criteria

| **Elements** | **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 Identify and follow work health and safety requirements, using all required personal protective equipment<br>1.2 Identify work requirements and plan work sequence and method in a logical order to suit the job<br>1.3 Select and check tools and equipment for suitability, serviceability and safety prior to use<br>1.4 Clear work area of unauthorised personnel prior to and during freefall operations in accordance with workplace procedures<br>1.5 Check freefall rack for correct operation, make table level, and clear of any foreign material |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Freefall glass | 2.1 Inspect glass for faults prior to freefalling and take action in accordance with workplace procedures<br>2.2 Conduct freefall in accordance with industry standards and safety requirements<br>2.3 Identify and report problems occurring during operation to appropriate persons in accordance with workplace procedures<br>2.4 Follow authorised changes in working procedures and/or requirements<br>2.5 Move glass to required location for cutting or processing |
| 3. Complete work | 3.1 Label glass in accordance with workplace procedures ensuring there are no projections<br>3.2 Clean work area, dispose of rubbish safely and identify items for recycling in accordance with workplace procedures<br>3.3 Remove tools, equipment and unused materials and store in accordance with workplace procedures<br>3.4 Shut down freefall table and inspect in accordance with manufacturer instructions<br>3.5 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFGG2003 Operate glass freefall rack and table.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGG2012 Operate glass freefall rack and table

## Modification History

Release 1. Supersedes and is equivalent to MSFGG2003 Operate glass freefall rack and table.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- followed all pre-freefall inspections and safety procedures to freefall any glass on at least 2 occasions with glass size to be at least 1830mm x 2440mm.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- freefalling of glass:
  - workplace safety system requirements, including personal protective equipment (gloves, gauntlets, hard hat, bolero)
  - work flow requirements
  - qualities and characteristics of annealed and laminated glass, including hazards and handling requirements
  - types, characteristics, safe use, maintenance and limitations of tools and equipment used in freefalling glass:
    - glass handling equipment and hand tools (knuckle saver, suckers, cutters, pliers)
  - principles, techniques and different methods of freefalling glass from a rack to a table (above or to the side), the types of problems that can occur and how to avoid and respond
  - when teamwork is required for large factory run sizes
- procedures for the recording and reporting of damaged and/or broken glass or equipment during freefalling.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:


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- freefall rack and table
- glass product for freefalling
- glass handling equipment and hand tools
- safety and personal protective equipment
- work orders
- workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGG2013 Move single glass sheets by mechanical means

## Modification History

Release 1. Supersedes and is equivalent to MSFGG2006 Move single glass sheets by mechanical means.

## Application

This unit describes the skills and knowledge required to plan for, and move sheet glass by mechanical means individually and as part of a team.

This unit applies to glass processing workers and glaziers working in accordance with established procedures.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Glass and Glazing

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for glass moving | 1.1 Read work instructions and identify type and quantity of glass to be relocated<br>1.2 Identify and follow work health and safety requirements, using all required personal protective equipment<br>1.3 Identify glass sheets to be moved and estimate or calculate weight using appropriate method<br>1.4 Identify risks to self, others, material and equipment arising from the required lifting, load carrying, set down or movement of glass<br>1.5 Correctly identify mechanical handling equipment and teamwork |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | requirements based on the size, weight and type of glass |
| 2. Plan glass movement | 2.1 Identify destination for glass and determine routes to be followed<br>2.2 Compare required clearances to available space and make adjustments<br>2.3 Plan process for relocating glass in accordance with workplace procedures, and include contingency measures for potential difficulties<br>2.4 Check proposed process against advisory standards and workplace procedures for compliance |
| 3. Relocate glass | 3.1 Set and test equipment settings and safety controls in accordance with workplace procedures with faulty equipment tagged and alternative arrangements made<br>3.2 Check glass for imperfections and damage prior to movement<br>3.3 Operate equipment in accordance with approved advisory standards, manufacturer instructions, workplace procedures and safety requirements<br>3.4 Follow planned process and route and relocate glass without damage to material, personnel or equipment<br>3.5 Attach required labels and store glass in accordance with workplace procedures ensuring there are no projections<br>3.6 Check relocation to see that it meets work requirements, and report any differences |
| 4. Complete work | 4.1 Clean, maintain and store handling equipment in accordance with workplace procedures<br>4.2 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFGG2006 Move single glass sheets by mechanical means.


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# Links

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# Assessment Requirements for MSFGG2013 Move single glass sheets by mechanical means

## Modification History

Release 1. Supersedes and is equivalent to MSFGG2006 Move single glass sheets by mechanical means.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- relocated glass sheets of different types, thicknesses and weights in accordance with safety requirements and all relevant regulations and standards:
  - laminated and/or tempered and annealed float
  - 3 different weights and sizes, with 2 measuring at least 4.0m2 and weighing at least 100 kg
- used 3 of the following types of equipment:
  - gantry or mobile crane up to 4.9 SWL
  - glass dolly
  - mini crane with vacuum sucker
  - portable lifter
  - scissor grab
  - vacuum rig
- moved sheet glass as part of a team on at least 1 occasion.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for calculation of glass weight
- glass sheet movement by mechanical means:
  - quality, characteristics and behaviour of glass sheet when lifted and moved
  - risks and hazards
  - workplace safety system requirements
  - work flow requirements
  - principles and techniques, the types of problems that may occur and how to avoid and respond
- capabilities, operating processes and procedures for mechanical handling equipment:
  - weight load limits (WWL) and how to determine


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  - safe working load (SWL) tables and how to use
  - gantry cranes up to 4.9 safe working load (SWL)
  - scissor grabs
  - vacuum rigs
  - portable lifter
- features of glass sheet storage systems
  - documentation requirements for glass movement.
  -

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - glass sheets to be moved
  - equipment, tools and materials to complete tasks specified in the Performance Evidence
  - safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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# MSFGG2014 Cut thin glass by hand

## Modification History

Release 1. Supersedes and is not equivalent to MSFGG2004 Process thin glass by hand.

## Application

This unit describes the skills and knowledge required to cut, shape and apply finishing techniques to annealed glass up to 8 mm thick, and laminated glass up to 8.38 mm thick. This may include mirrors, and work may be for residential or commercial purposes.

This unit applies to glass processing workers and glaziers cutting glass in accordance with pre-determined work orders.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Glass and Glazing

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify work requirements | 1.1 Read work instructions and identify cutting requirements<br>1.2 Identify and follow work health and safety requirements, using all required personal protective equipment<br>1.3 Select and check required tools, equipment and materials for suitability, serviceability and safety prior to use<br>1.4 Plan sequence of work to ensure processing is conducted in a logical order |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Prepare for work | 2.1 Select glass cutting table and clear work surface of debris and dust<br>2.2 Clear work area of obstructions and potential hazards with cullet bins located close to work area<br>2.3 Check glass for imperfections and damage prior to handling<br>2.4 Safely place glass to be cut in the required work area using correct manual handling procedures<br>2.5 Accurately measure glass to minimise waste in accordance with workplace standards<br>2.6 Set and test equipment and safety controls in accordance with workplace standards |
| 3. Cut glass | 3.1 Operate and monitor tools and equipment in accordance with manufacturer instructions and workplace procedures to achieve required cuts within specified tolerances<br>3.2 Make routine equipment, tool lubrication and adjustments in accordance with manufacturer instructions<br>3.3 Identify and report problems to appropriate persons, and follow any authorised changes in working procedures<br>3.4 Inspect completed product for compliance with quality and work order requirements, and repair, reprocess or discard in accordance with workplace procedures |
| 4. Complete work | 4.1 Label and store cut glass in accordance with workplace procedures ensuring there are no projections<br>4.2 Clean work area, safely dispose of rubbish and identify items for recycling in accordance with workplace procedures<br>4.3 Remove and store tools, equipment and unused materials in accordance with workplace procedures<br>4.4 Accurately complete required workplace documentation |


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# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

No equivalent unit.

# Links

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# Assessment Requirements for MSFGG2014 Cut thin glass by hand

## Modification History

Release 1. Supersedes and is not equivalent to MSFGG2004 Process thin glass by hand.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- undertaken the following in accordance with all safety requirements and Australian Standard AS/NZS 4667:
- for annealed glass, up to 8mm in thickness and up to 1.0 m 2in size, cut all of the following both in a thickness up to 6mm and in a thickness 6mm or above:
  - freehand cuts using templates for simple shapes other than square
  - straight cuts by hand and speed cutter
  - truncated and radius corners
  - circles
  - fan holes
  - freehand pay holes
- for laminated glass, up to 8.38 mm in thickness and up to 1.0 m 2in size, cut all of the following at least once:
  - simple shapes other than a square
  - truncated corners
  - ovals
- made straight cuts in laminated glass up to 8.38mm by hand and speed cutter.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- purpose and key provision of Australian Standard AS/NZS 4667 – all sections
- work flow requirements in relation to glass cutting
- mathematical procedures for estimation and measurement, including calculation of area and estimation of glass requirements
- thin glass:
  - qualities and characteristics, including hazards and handling requirements
  - workplace safety system requirements
  - work flow requirements


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- common work requirements, including:
  - cut types
  - shaping
  - holes
  - edges
  - how to create a template for cutting
- types, characteristics, safe use, maintenance and limitations of glass cutting tools and equipment, including:
  - cutters, including circle, speed, tungsten wheel
  - cutting tables
  - templates
- cutting and processing techniques, the types of problems that may occur and how to avoid and respond
- quality assurance
- workplace documentation requirements.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - equipment, tools and materials required to complete tasks specified in the Performance Evidence
  - glass product to be cut
  - safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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# MSFGG2015 Process glass by basic machines

## Modification History

Release 1. Supersedes and is not equivalent to MSFGG2007 Process glass by basic machines.

## Application

This unit describes the skills and knowledge required to shape, drill and edge annealed glass using basic machines involving hand-held and static processes.

This unit applies to glass processing workers and glaziers.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Glass and Glazing

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify work requirements | 1.1 Read work instructions and identify job requirements<br>1.2 Identify and follow work health and safety requirements, using all required personal protective equipment<br>1.3 Select and check required tools, equipment and materials for serviceability and safety prior to use<br>1.4 Plan sequence of work to ensure processing is conducted in a logical order |
| 2. Prepare for work | 2.1 Select glass processing table and clear work surface of debris and dust<br>2.2 Clear work area of obstructions and potential hazards |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 2.3 Check glass for imperfections and damage prior to handling<br>2.4 Relocate glass to be processed in the work area using appropriate handling techniques<br>2.5 Accurately measure glass to minimise waste in accordance with workplace standards<br>2.6 Identify and test components and controls of machines, including emergency stops and guards and take appropriate action if not in working order |
| 3. Conduct processing operations | 3.1 Operate and monitor tools and equipment in accordance with manufacturer instructions and workplace procedures to achieve correct product quality and output within specified tolerances<br>3.2 Make routine equipment, tool lubrication and adjustments in accordance with manufacturer instructions<br>3.3 Identify and report problems to appropriate persons, and follow any authorised changes in working procedures<br>3.4 Inspect completed product for compliance with quality and work requirements and repair, reprocess or discard in accordance with workplace procedures |
| 4. Complete work | 4.1 Label and store processed glass in accordance with workplace procedures ensuring there are no projections<br>4.2 Clean work area, safely dispose of rubbish and identify items for recycling in accordance with workplace procedures<br>4.3 Remove and store tools, equipment and unused materials in accordance with workplace procedures<br>4.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

No equivalent unit.


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# Links

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# Assessment Requirements for MSFGG2015 Process glass by basic machines

## Modification History

Release 1. Supersedes and is not equivalent to MSFGG2007 Process glass by basic machines.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- undertaken the following processes in accordance with all safety requirements and Australian Standard AS/NZS 4667: Quality requirements for cut-to-size and processed glass using basic machines (hand-held and static operation):
  - for annealed glass up to 8mm, and for laminated glass up to 8.38mm:
    - arris
    - flat polish
    - flat grind
    - round and polish
    - mitre edge
    - holes with tungsten drill bits
    - holes with diamond drill bits.
    -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- purpose and key provisions of Australian Standard AS/NZS 4667: (all sections)
- workplace safety system requirements related to glass processing by basic machines
- work flow requirements in relation to glass processing
- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- qualities and characteristics of annealed and laminated glass, including hazards and handling requirements
- common work requirements for work requiring basic machine processing, including: drilling and edging – arising, flat finish, round and mitre bevelling, grinding, polishing
- types, characteristics, safe use, maintenance and limitations of glass cutting tools and equipment, including defect reporting for:
  - diamond drills and/or presses – freestanding, portable, wall-mounted
  - edging machines:
    - diamond or pencil edgers


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    - finger slotters
    - finishing or belt machines,
    - hand tools
    - pumice or cork polishers
  - lubricants
  - marking tools
  - measuring tools, including tape measures, L-squares and straight edges
  - templates
- procedures for basic machine processing, the types of problems that may occur and how to avoid and respond
- quality indicators for processed glass
- procedures for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - equipment, tools and materials to complete tasks in the Performance Evidence
  - glass product to be processed
  - safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

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# MSFGG2016 Assemble glazing products

## Modification History

Release 1. Supersedes and is not equivalent to MSFGG2009 Fabricate and assemble frames.

## Application

This unit describes the skills and knowledge required to identify work requirements, prepare for work and assemble components for glazing products. Glazing products may be made from aluminium, steel, timber or unplasticised polyvinyl chloride (uPVC).

This unit applies to individuals assembling products in accordance with pre-determined work orders and plans.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

## Unit Sector

Glass and glazing

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify work requirements and components | 1.1 Read work documentation and identify assembly requirements<br>1.2 Identify and follow work health and safety requirements<br>1.3 Plan a logical work sequence suited to the job and workplace procedures |
| 2. Prepare for assembly | 2.1 Select and check tools and equipment for suitability, serviceability and safety prior to use<br>2.2 Select and confirm component parts against specifications<br>2.3 Check measurements for accuracy, legibility and tolerance, and note and position mating or directional marks<br>2.4 Set up assembly tools and equipment in accordance with production objectives, manufacturer instructions and workplace |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | procedures |
| 3. Assemble components | 3.1 Lay out and assemble components ensuring conformity to specifications, alignment and appropriate fastening<br>3.2 Attach hardware and fixings in accordance with specifications<br>3.3 Reveal product once assembled in accordance with job requirements<br>3.4 Inspect completed product for compliance with specifications and quality requirements, and repair, reprocess or discard in accordance with workplace procedures |
| 4. Complete work | 4.1 Label and store completed products in accordance with workplace procedures and Australian Standards<br>4.2 Clean work area and safely dispose of waste<br>4.3 Remove and store tools, equipment and unused materials in accordance with workplace procedures<br>4.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

No equivalent unit.

# Links

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# Assessment Requirements for MSFGG2016 Assemble glazing products

## Modification History

Release 1. Supersedes and is not equivalent to MSFGG2009 Fabricate and assemble frames.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- assembled 3 of the following types of glazing products with relevant hardware in accordance with job requirements:
  - double hung
  - casement
  - sashless sliding pack
  - showerscreen framed or semi-frameless
  - sliding
  - wardrobe
- installed all of the following component hardware to products (this may require product in addition to those above):
  - weather seals
  - wheels
  - stays
  - hinges
  - guides
  - locks.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of

- Australian Standards AS 2047: (Sections 6, 7 and 8)
- glazing product assembly:
  - workplace safety system requirements
  - work flow
  - characteristics, uses and limitations of different products
  - how to interpret processing requirements from different types of work documentation
  - types, characteristics, safe use, maintenance and limitations of fabrication tools and equipment:


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    - assembly benches
    - copy routers
    - electric and pneumatic powered drills and screwdrivers
    - end millers
    - frame and sash tooling
    - hand tools
    - hydraulic and manual presses
    - pleuws guns
    - pneumatic
    - pop rivet guns
    - saws, including drop and upcut
  - type, characteristics, uses and limitations of other materials used in assembly:
    - fasteners (screws and pop rivets)
    - gaskets
    - hardware
    - plastics
    - sealants
    - tapes
    - timber reveals
    - vinyl
  - techniques for product assembly, the types of problems that may occur and how to avoid and respond
  - quality indicators for assembled products
- procedures for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - product materials and components
  - equipment, tools and materials to complete tasks in the Performance Evidence
  - safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.


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# MSFGG3022 Construct and repair leadlight panels

## Modification History

Release 1. Supersedes and is equivalent to MSFGG3014 Construct and repair leadlight panels.

## Application

This unit describes the skills and knowledge required to construct and repair leadlight panels and may involve restoration and conservation of historically important lead lighting works. It includes measuring, design and selection of materials and tools, and disassembly and assembly, weatherproofing and polishing of leadlight panels.

This unit applies to individuals working with designed glass.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Glass and glazing

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify work requirements | 1.1 Establish safety, quality and functional performance requirements of the panel<br>1.2 Recognise and respond to the need for research on the historical importance of the panel<br>1.3 Inspect leadlight panel to be repaired to identify faults and compare any faults found with customer requirements and any previously identified faults |
| 2. Plan leadlight panel | 2.1 Analyse plan or design of leadlight panel to identify work |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| construction/repair | requirements, methods and specifications<br>2.2 Identify and follow work health and safety requirements<br>2.3 Plan steps or stages in construction and/or repair, noting check points for required measurements and tests<br>2.4 Obtain approval of work construction plan in accordance with workplace procedures |
| 3. Identify suitable materials and equipment | 3.1 Select and check tools and equipment for suitability, serviceability and safety prior to use<br>3.2 Select leadlight construction materials according to specification, matching the original texture, colour, thickness and opacity of the stained glass |
| 4. Construct/repair the leadlight panel | 4.1 Follow plan to construct and/or repair the leadlight panel<br>4.2 Conduct checks at the identified points<br>4.3 Identify and recommend modifications within workplace procedures<br>4.4 Document modifications to the plan and seek appropriate approvals in accordance with workplace procedures |
| 5. Complete work | 5.1 Inspect leadlight panel for quality of work and repair or reconstruct in accordance with workplace procedures<br>5.2 Clean and store tools, equipment and materials in accordance with workplace procedures<br>5.3 Clean work area and leave in a safe condition, and dispose or recycle waste in accordance with workplace protocols<br>5.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

Supersedes and is equivalent to MSFGG3014 Construct and repair leadlight panels.

# Links

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# Assessment Requirements for MSFGG3022 Construct and repair leadlight panels

## Modification History

Release 1. Supersedes and is equivalent to MSFGG3014 Construct and repair leadlight panels.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- constructed and/or repaired 3 different leadlight panels.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- end use of leadlight panels and required safety, quality and structural standards
- characteristics, including hazards and workplace safety system requirements, associated with the materials used in leadlight panel construction
- operation of tools and equipment used in constructing and/or repairing leadlight panels
- research techniques to establish the historical importance of lead lighting works
- processes and procedures involved in the construction and/or repair process of leadlight panels, including historically important works
- impact of design features of the leadlight panel on purpose, materials and construction
- relevant Australian Standards.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - leadlight panels for repair or plans for new panels
  - glass handling equipment and hand tools
  - safety and personal protective equipment
  - work orders.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.



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# MSFGG3023 Apply and handle films

## Modification History

Release 1. Supersedes and is not equivalent to MSFGG3007 Apply and handle films.

## Application

This unit describes the skills and knowledge required to prepare glass surfaces and apply window film. Work may be completed in domestic or commercial environments, including automotive enterprises.

This unit applies to glass processing workers.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking application of window film and coating work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Glass and Glazing

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify work requirements | 1.1 Read work instructions and identify job requirements<br>1.2 Identify and follow work health and safety requirements, using all required personal protective equipment<br>1.3 Identify tools, equipment, accessories and materials for the application of coating and/or film in accordance with workplace procedures<br>1.4 Read materials safety data sheets (MSDS) and/or product application and safety information, and use to guide work practices |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.5 Note processes, time and safety requirements and use to plan work in a logical sequence |
| 2. Prepare for work | 2.1 Select and check required tools, equipment and materials for serviceability and safety prior to use<br>2.2 Check film for application for defects or damage<br>2.3 Measure surfaces and cut materials and templates without causing damage according to accepted industry methods, materials and procedures<br>2.4 Check glass for damage and suitability, and prepare using methods, materials and equipment in accordance with manufacturer instructions and workplace practices<br>2.5 Identify and report any faults and/or flaws in accordance with workplace procedures<br>2.6 Complete required workplace documentation and handle by measuring, cutting and surface preparation outcomes |
| 3. Apply film | 3.1 Use equipment and accessories to handle the film in accordance with manufacturer and workplace instructions<br>3.2 Keep surfaces clean and free of contamination in accordance with specifications and procedures<br>3.3 Identify problems and report to appropriate persons in accordance with workplace procedures, and follow authorised changes to work process |
| 4. Inspect tinted product and refurbish work area | 4.1 Inspect glass and rectify any film faults in accordance with workplace procedures<br>4.2 Apply Australian Standard sticker in accordance with job requirements<br>4.3 Remove products for storage or further processing as required by workplace procedures |
| 5. Complete work | 5.1 Clean work area, dispose of rubbish safely and identify items for recycling in accordance with workplace procedures<br>5.2 Remove tools, equipment and unused materials and store in accordance with workplace procedures<br>5.3 Accurately complete required workplace documentation |


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## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

No equivalent unit.

## Links

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# Assessment Requirements for MSFGG3023 Apply and handle films

## Modification History

Release 1. Supersedes and is not equivalent to MSFGG3007 Apply and handle films.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- completed the following in accordance with all safety requirements and job instructions on 2 occasions:
  - accurately cut film from patterns
  - trimmed film on glass
  - followed manufacturer guidelines for the application of films.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- different contexts for the use of coatings and films and the instructions and specifications and requirements that apply in those contexts -
  - Australian Standards
  - statutory requirements, including Australian Design Rules (ADRs)
  - manufacturers (including vehicle manufacturers)
  - insurers
- workplace safety system requirements and relevant technical information for applying film to glass
- work flow requirements in relation to the application of film to glass
- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- qualities and characteristics of glass, including hazards and handling requirements, for the different types of filmed glass
- content of typical work instructions for application of film, including:
  - application techniques
  - colour
  - quantity
  - type
- types, characteristics, uses and limitations of different films, including:
  - decorative film


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  - reflective
  - safety
  - security
  - solar
  - tinted
- types, characteristics, safe use, maintenance and limitations of tools, equipment and materials using in application and handling of films:
- techniques for measuring, cutting, surface preparation and application, the types of problems that may occur and how to avoid and respond
- quality indicators for applied films and coatings

procedures for the recording, reporting and maintenance of workplace records and information.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - area equipped with required safety and personal protective equipment
  - equipment, tools and materials to complete tasks specified in the Performance Evidence
  - glass sheet or product for processing
  - work orders
  - workplace procedures.

## Links

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# MSFGG3024 Form glass

## Modification History

Release 1. Supersedes and is equivalent to MSFGG3008 Form glass.

## Application

This unit describes the skills and knowledge required to form glass in kilns for manufacture of customised formed glass products. Patterns may be existing moulds or improvised designs.

This unit applies to glass processing workers forming product in accordance with pre-determined work orders.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Glass and Glazing

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify work requirements | 1.1 Read work instructions and identify job and quality requirements<br>1.2 Identify and follow work health and safety requirements, using all required personal protective equipment<br>1.3 Identify the process for obtaining materials and moving completed work to the next process and plan work sequence in a logical order to suit the job<br>1.4 Establish and maintain communication with others involved with the work |
| 2. Prepare for work | 2.1 Select and check required kiln tools, equipment and materials for suitability, serviceability and safety prior to use |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 2.2 Identify and check kiln components and safety controls for correct operation |
| 3. Conduct glass forming operations | 3.1 Operate, adjust and monitor kiln and forming equipment in accordance with workplace procedures to ensure correct product quality and output<br>3.2 Identify and report problems occurring during work operations to appropriate personnel in accordance with workplace procedures<br>3.3 Follow authorised changes in working procedures and/or requirements<br>3.4 Inspect product for quality against work instructions, and rework or discard items that do not meet requirements |
| 4. Complete work | 4.1 Clean work area, safely dispose of rubbish and identify items for recycling in accordance with workplace procedures<br>4.2 Remove and store tools, equipment and unused materials in accordance with workplace procedures<br>4.3 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFGG3008 Form glass.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGG3024 Form glass

## Modification History

Release 1. Supersedes and is equivalent to MSFGG3008 Form glass.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- formed glass of 4 differing patterns in accordance with all job and safety requirements using slumping techniques to the capacity of the kiln being used.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- workplace safety system requirements related to the forming of glass, including personal protective equipment
- work flow requirements in relation to forming of glass
- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- qualities and characteristics of glass to be formed, including hazards and handling requirements:
  - float glass
  - patterned glass
  - sheet glass
- content of typical work instructions for glass forming, including:
  - materials to be used
  - pattern or mould to be used
  - process required to complete work tasks
  - number of sheets to be formed and holding area for completed items
  - the correct kiln settings for the glass being formed
- types, characteristics, safe use, maintenance and limitations of glass forming tools, equipment and materials:
  - dowel
  - kilns
  - moulds and items for background patterns
  - sand and patterning material
  - sea shells


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  - trowels
  - wire
- techniques for forming glass, the types of problems that may occur and how to avoid and respond
- quality indicators for formed glass
- procedures for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - glass processing work area equipped with required safety and personal protective equipment
  - equipment, tools and materials to complete tasks in the Performance Evidence
  - unprocessed product to be formed
  - work orders
  - workplace procedures.
  -

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGG3025 Apply patterns and designs to glass

## Modification History

Release 1. Supersedes and is equivalent to MSFGG3009 Apply patterns and designs to glass.

## Application

This unit describes the skills and knowledge required to apply patterns and/or designs to glass surfaces to manufacture decorative glass products.

This unit applies to glass processing workers.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Glass and Glazing

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify work requirements | 1.1 Read work instructions and identify job requirements<br>1.2 Identify and follow work health and safety requirements, using all required personal protective equipment<br>1.3 Select and check required tools, equipment and materials for serviceability and safety prior to use<br>1.4 Plan sequence of work to ensure processing is conducted in a logical order |
| 2. Apply pattern or design | 2.1 Produce required template from plan or design using software in accordance with workplace practices<br>2.2 Apply pattern or design template or mask glass surface with appropriate materials in accordance with job requirements |


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| Elements | Performance Criteria |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 2.3 Apply pattern or design to glass surface in accordance with workplace procedures or industry practice<br>2.4 Identify and report problems to appropriate persons, and follow any authorised changes in working procedures<br>2.5 Inspect product for quality of work and repair or discard in accordance with workplace procedures |
| 3. Complete work | 3.1 Label processed glass and store in accordance with workplace procedures ensuring there are no projections<br>3.2 Clean work area, safely dispose of rubbish and identify items for recycling in accordance with workplace procedures<br>3.3 Remove and store tools, equipment and unused materials in accordance with workplace procedures<br>3.4 Accurately complete required workplace documentation |

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Supersedes and is equivalent to MSFGG3009 Apply patterns and designs to glass.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGG3025 Apply patterns and designs to glass

## Modification History

Release 1. Supersedes and is equivalent to MSFGG3009 Apply patterns and designs to glass.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- completed the following in accordance with all job and safety requirements:
  - set up, processed, uploaded, cut and applied designs from computerised software programs on 2 occasions
  - applied patterns and designs to glass using 2 different methods.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- workplace safety system requirements related to the application of patterns and designs to glass surfaces
- work flow requirements in relation to other stages of the work process
- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- content of typical work instructions for applying patterns and designs, including:
  - material to be used for application of design or pattern
  - material curing time pattern or plan to be followed
  - process required to complete work tasks
  - items to which pattern or design is to be applied
  - holding area for completed items
- qualities and characteristics of glass and materials, including hazards and handling requirements for:
  - annealed glass
  - laminated glass
  - toughened glass
  - mirrors
- types, characteristics, safe use, maintenance and limitations of tools, equipment and materials:
  - digital printing equipment


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  - etching chemicals
  - masking materials
  - sandblasting equipment
  - screen printing equipment
  - templates
- techniques for applying patterns and designs to glass, the types of problems that may occur and how to avoid and respond
- quality indicators for designed glass
- procedures for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - glass processing work area
  - safety and personal protective equipment
  - equipment, tools and materials to complete tasks in the Performance Evidence
  - glass product
  - work orders
  - workplace procedures.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGG3026 Laminate glass

## Modification History

Release 1. Supersedes and is equivalent to MSFGG3010 Set up and operate glass laminating equipment.

## Application

This unit describes the skills and knowledge required to set up, operate, monitor and maintain glass laminating equipment.

This unit applies to glass processing workers producing laminated glass in accordance with pre-determined work orders.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Glass and Glazing

## Elements and Performance Criteria

| **Elements** | **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 Read work instructions and identify work and quality requirements<br>1.2 Identify and follow work health and safety requirements, using all required personal protective equipment<br>1.3 Identify quality procedures for each stage of the process<br>1.4 Plan work sequence in a logical order to suit the job and workplace procedures<br>1.5 Establish and maintain communication with others involved with the work to ensure efficient work flow coordination, personnel cooperation and safety |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Set up equipment | 2.1 Complete pre-operational equipment checks in accordance with workplace procedures<br>2.2 Confirm machine operation through quality checks on first production of finished items<br>2.3 Make adjustments to settings and parameters based on initial quality checks. |
| 3. Conduct glass laminating operations | 3.1 Prepare glass to be laminated for the process in accordance with workplace procedures or industry practice<br>3.2 Complete startup and shutdown procedures for equipment in accordance with manufacturer instructions or workplace procedures<br>3.3 Conduct glass delivery and washing procedures in accordance with manufacturer instructions or workplace procedures<br>3.4 Monitor white room conditions and conduct procedures in accordance with manufacturer instructions or workplace procedures<br>3.5 Operate white room hoist in accordance with manufacturer instructions or workplace procedures<br>3.6 Accurately apply interlayer in accordance with work instructions<br>3.7 Operate pre-press oven and glass stacker in accordance with manufacturer instructions or workplace procedures and accurately document required information<br>3.8 Operate air lifter in accordance with manufacturer instructions or workplace procedures<br>3.9 Load, operate and unload autoclave in accordance with manufacturer instructions or workplace procedures |
| 4. Complete work and maintain equipment | 4.1 Inspect completed product for compliance with quality and work order requirements and reprocess or discard in accordance with workplace procedures<br>4.2 Test, classify and mark laminated glass in accordance with Australian Standards, and store in designated holding area<br>4.3 Clean work area and safely dispose of rubbish in accordance with workplace procedures<br>4.4 Inspect, maintain and tag equipment in accordance with workplace procedures<br>4.5 Remove and store tools, equipment and unused materials in accordance with workplace procedures |


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| Elements | Performance Criteria |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 4.6 Accurately complete required workplace documentation |

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Supersedes and is equivalent to MSFGG3010 Set up and operate glass laminating equipment.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGG3026 Laminate glass

## Modification History

Release 1. Supersedes and is equivalent to MSFGG3010 Set up and operate glass laminating equipment.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- completed the laminating process using 3 different glass types and interlayer thicknesses.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- purpose and key provisions of Australian Standard AS/NZS 2208 – testing requirements
- workplace safety system requirements related to the operation of glass laminating equipment
- work flow requirements relating to the operation of glass laminating equipment, including how the process fits into the overall glass processing system
- the role and importance of communication with others in relation to quality and safety
- mathematical procedures for effective equipment operation and fault investigation
- common items found in work instructions for glass laminating, including:
  - material to be used
  - number of sheets to be laminated and holding area for completed items
  - process required to complete work tasks
  - type, thickness and colour of the interlayer
  - correct machine heat and pressure settings for the materials being used
- qualities, characteristics and uses of different types of laminated glass, including:
  - annealed float glass
  - automotive glass
  - bullet and bandit resistant glass
  - heat-strengthened glass
  - insulated glass
  - patterned laminated glass
  - safety glass
  - toughened glass
- glass and window rating systems for:


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  - fade control
  - noise
  - security applications
- characteristics of materials used, and uses of products produced in the glass laminating process
- types, characteristics, safe use, maintenance and limitations of glass laminating equipment:
  - autoclave
  - washing machines
  - hoist
  - pre-press oven
  - standards stamping equipment, including stamp
  - vacuum lifter
  - white room
- procedures for each step of the lamination process, the types of problems that may occur and how to avoid and respond
- quality indicators for laminated glass
- procedures for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - equipment, tools and materials to complete tasks in the Performance Evidence
  - glass product to be laminated
  - safety and personal protective equipment
  - work orders
  - workplace procedures.
  - Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGG3027 Toughen glass

## Modification History

Release 1. Supersedes and is equivalent to MSFGG3011 Set up and operate glass toughening equipment.

## Application

This unit describes the skills and knowledge required to set up, operate, monitor and maintain glass toughening equipment.

This unit applies to glass processing workers toughening glass in accordance with pre-determined work orders.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Glass and Glazing

## Elements and Performance Criteria

| **Elements** | **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 Read work instructions and identify job and quality requirements<br>1.2 Identify and follow work health and safety requirements, using all required personal protective equipment<br>1.3 Identify quality procedures for each stage of the process<br>1.4 Plan work sequence in a logical order to suit the job and workplace procedures<br>1.5 Establish and maintain communication with others involved with the work to ensure efficient work flow coordination, personnel cooperation and safety |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Set up equipment | 2.1 Complete pre-operational equipment checks in accordance with workplace procedures<br>2.2 Confirm machine operation through quality checks on first production of finished items<br>2.3 Make adjustments to settings and parameters based on initial quality checks |
| 3. Conduct glass toughening operations | 3.1 Prepare glass to be toughened for process in accordance with workplace procedures<br>3.2 Position glass to be toughened on furnace load table and stamp with product identification in accordance with workplace procedures<br>3.3 Load glass into furnace in accordance with manufacturer instructions and workplace procedures<br>3.4 Monitor furnace operation and make adjustments, as required, in accordance with manufacturer instructions or workplace procedures<br>3.5 Identify and report problems occurring during work operations to appropriate persons<br>3.6 Follow correct furnace shutdown and end of shift procedures in accordance with manufacturer instructions and workplace procedures |
| 4. Complete work and maintain equipment | 4.1 Inspect completed product for compliance with quality and work order requirements and accept or reject in accordance with workplace procedures<br>4.2 Place completed work in holding area in accordance with workplace procedures<br>4.3 Unload glass from furnace in accordance with manufacturer instructions and workplace procedures<br>4.4 Clean work area and safely dispose of rubbish<br>4.5 Inspect, maintain and tag equipment in accordance with workplace procedures<br>4.6 Remove and store tools, equipment and unused materials in accordance with workplace procedures<br>4.7 Accurately complete required workplace documentation |


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# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFGG3011 Set up and operate glass toughening equipment.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGG3027 Toughen glass

## Modification History

Release 1. Supersedes and is equivalent to MSFGG3011 Set up and operate glass toughening equipment.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- completed processing for all of the following at least once:
  - laminated glass
  - multiple thicknesses of annealed glass
  - heat-strengthened glass.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- purpose and key provisions of Australian Standard AS/NZS 2208 – testing requirements
- workplace safety system requirements for the operation of glass toughening equipment
- work flow requirements for the operation of glass toughening equipment, including how the process fits into the overall glass processing system
- the role and importance of communication with others in relation to quality and safety
- mathematical procedures for measurement and fault investigation
- common items found in work instructions for glass toughening:
  - material to be used
  - number of sheets to be toughened and holding area for completed items
  - process required to complete work tasks
  - required machine settings and adjustments
- characteristics of materials used and uses of products produced in the glass toughening process:
  - clear glass
  - coated glass
  - low E glass
  - tinted and patterned annealed glass
- features of the glass toughening process, including the principles, purpose and properties of toughened glass
- types, characteristics, safe use, maintenance and limitations of glass toughening equipment


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- toughening furnaces and their component parts
- procedures for each step of the toughening process, the types of problems that may occur and how to avoid and respond
- quality indicators for toughened glass
- procedures for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - equipment, tools and materials to complete tasks in the Performance Evidence
  - glass product to be toughened
  - safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGG3028 Select, cut and process materials for glazing products

## Modification History

Release 1. Supersedes and is not equivalent to MSFGG2009 Fabricate and assemble frames, and, MSFGG3020 Use static machines for aluminium and unplasticised polyvinyl chloride (uPVC) fabrication.

## Application

This unit describes the skills and knowledge required to identify work requirements, prepare tools and materials, and cut and process materials for glazing products. Materials may be aluminium, steel, timber or unplasticised polyvinyl chloride (uPVC).

This unit applies to individuals cutting and processing materials in accordance with pre-determined work orders and plans.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking glass and glazing work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Glass and Glazing

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify work requirements | 1.1 Read work documentation and identify cutting and processing requirements<br>1.2 Identify and follow work health and safety requirements<br>1.3 Plan a logical work sequence suited to the job and workplace |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | procedures |
| 2. Prepare for work | 2.1 Select and check tools and equipment for suitability, serviceability and safety prior to use<br>2.2 Identify and match samples signed off by the customer<br>2.3 Check required components against specifications and select from available products<br>2.4 Set and test cutting equipment settings and safety controls in accordance with workplace procedures and manufacturer instructions<br>2.5 Accurately measure materials, and mark to cutting list requirements with most economical use of materials |
| 3. Cut materials | 3.1 Reconfirm machine settings through trial cutting on test materials prior to commencement of full cutting process<br>3.2 Cut materials to list requirements in accordance with workplace procedures<br>3.2 Identify problems with the cutting process and make required adjustments to process or equipment<br>3.3 Check and confirm that materials have been correctly and accurately cut to size based on job specifications and repair, reprocess or discard in accordance with workplace procedures |
| 4. Fabricate parts | 4.1 Set and test equipment settings and safety controls in accordance with workplace procedures and manufacturer instructions<br>4.2 Position and secure materials in jig to prevent movement<br>4.3 Process materials in accordance with specification<br>4.4 Identify processing problems and make required adjustments to process or equipment<br>4.5 Inspect completed product for compliance with quality and work order requirements and repair, reprocess or discard in accordance with workplace procedures |
| 5. Complete work | 5.1 Process and store completed product in accordance with workplace procedures<br>5.2 Remove excess materials for disposal or recycling in accordance with workplace procedures<br>5.3 Clean work area and safely dispose of rubbish<br>5.4 Remove and store tools, equipment and unused materials in |


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| Elements | Performance Criteria |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | accordance with workplace procedures<br>5.5 Accurately complete required workplace documentation |

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGG3028 Select, cut and process materials for glazing products

## Modification History

Release 1. Supersedes and is not equivalent to MSFGG2009 Fabricate and assemble frames, and, MSFGG3020 Use static machines for aluminium and unplasticised polyvinyl chloride (uPVC) fabrication.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- completed all of the following in accordance with work, safety and Australian Standards requirements:
  - produced a cutting list by hand and through use of software
  - identified, selected and checked 3 different extrusion profiles against customer requirements
  - cut:
    - 3 different profiles
    - 3 different lengths to allow 3 different set up and checks of the saw
  - processed materials for 2 different product types by hand:
    - using a jig
    - using hand tools including punches and files
  - processed materials for 2 different product types by machine (must be different to those products processed by hand)
  - demonstrated skills in:
    - identifying the correct processing type
    - identifying the correct die
    - changing the die in the press
    - drilling or crimping
    - precision measurement
    - safe use of a die punch press.
    -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- Australian Standards/New Zealand Standards AS/NZS 4667 and AS1288: their key purpose and how they impact fabrication work



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- mathematical procedures for estimation, optimisation and precision measurement
- glazing product cutting and processing:
  - workplace safety system requirements
  - work flow requirements
  - qualities and characteristics of materials used in different glazing products
  - how to interpret cutting and processing requirements from different types of work documentation
  - cutting and processing techniques, the types of problems that may occur and how to avoid and respond:
    - identifying the correct processing type
    - identifying the correct die
    - changing the die in the press
    - drilling or crimping
    - precision measurement
    - safe use of a die punch press
  - installation considerations for different products and how this impacts cutting and processing
  - types, characteristics, safe use, maintenance and limitations of cutting tools and equipment:
    - hack saw
    - drop saw
    - rip saw
    - up cut saw
  - techniques and requirements for calibrating and adjusting cutting equipment
  - types, characteristics, safe use, maintenance and limitations of different jigs and fixtures and die punch presses
  - quality indicators for cut and processed components
- documentation requirements for fabrication work.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - equipment, tools and materials to complete tasks in the Performance Evidence
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.


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# Links

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# MSFGG3029 Assess glass and glazing requirements

## Modification History

Release 1. Supersedes and is equivalent to MSFGG3002 Assess glass and glazing requirements.

## Application

This unit describes the skills and knowledge required to determine and evaluate residential glass and glazing requirements against the requirements of relevant Australian Standards.

This unit applies to glaziers, who apply specialised knowledge in determining compliance requirements for glass and glazing products.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Glass and Glazing

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for assessment | 1.1 Review work documentation and identify customer requirements and expectations regarding glass and glazing work<br>1.2 Identify and follow work health and safety requirements<br>1.3 Accurately record requirements in accordance with workplace procedures and requirements<br>1.4 Access and review research materials relevant to the assessment |
| 2. Conduct assessment | 2.1 Identify influencing factors and their significance, and determine impact on the end product<br>2.2 Identify products and/or types of glass and determine their |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | application<br>2.3 Identify optimal solution and confirm specifications |
| 3. Document outcomes | 3.1 Accurately document outcomes of assessment in accordance with workplace procedures<br>3.2 Use outcomes to plan and complete work that meets all compliance requirements |

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Supersedes and is equivalent to MSFGG3002 Assess glass and glazing requirements.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGG3029 Assess glass and glazing requirements

## Modification History

Release 1. Supersedes and is equivalent to MSFGG3002 Assess glass and glazing requirements.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- assessed glazing requirements and developed solutions that meet the requirements of Australian Standards AS 1288, AS 2208 and AS/NZS 4668 where requirements individually or cumulatively present situations that involve:
  - at least 4 different types of glazing
  - safety glazing requirements, including thickness and materials limitations
  - impacts of human activity
  - wind loading requirements
  - installation parameters.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- Australian Standards, their purpose and key provisions:
  - AS 1288 (sections 1, 4, 5 and 8 plus overview of 6,7 and 9)
  - AS/NZS 2208 (overview all sections)
  - AS/NZS 4667 (overview all sections)
- mathematical procedures for estimation and measurement
- the assessment process and factors that influence assessment, including impacts of:
  - wind
  - humans
- formats and required inclusions for glass and glazing work orders.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:



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- use of suitable facilities, equipment and resources, including:
  - product information
  - AS/NZS documentation as detailed in the Knowledge Evidence
  - customer requirements
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGG3030 Process glass by automatic machines

## Modification History

Release 1. Supersedes and is equivalent to MSFGG3006 Process glass by automatic machines.

## Application

This unit describes the skills and knowledge required create jobs and to program and operate automatic glass processing equipment for cutting, drilling, shaping and edging of glass.

This unit applies to glass processing workers.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Glass and Glazing

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Create job | 1.1 Read work instructions and identify design requirements<br>1.2 Select and use software features to create job that meets requirements<br>1.3 Transfer file to machine in required format |
| 2. Program machine | 2.1 Check readiness of machine for operation in accordance with workplace procedures<br>2.2 Accurately calculate and enter information required by machine in accordance with processing requirements |
| 3. Operate and monitor | 3.1 Use system controls correctly to start required process |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| machine | 3.2 Communicate with other team members in accordance with workplace procedures<br>3.3 Monitor and respond to system alerts in accordance with machine operating procedures |
| 4. Complete work | 4.1 Unload glass from machine in accordance with safety procedures and check against job and quality requirements<br>4.2 Label and store processed glass in accordance with workplace procedures ensuring there are no projections<br>4.3 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFGG3006 Process glass by automatic machines.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGG3030 Process glass by automatic machines

## Modification History

Release 1. Supersedes and is equivalent to MSFGG3006 Process glass by automatic machines.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- used automatic glass processing equipment for all of the following:
  - cutting from optimisation data
  - drilling
  - edging.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- purpose and key provisions of Australian Standard AS/NZS 4667:2000 Quality requirements for cut-to-size and processed glass
- workplace safety system requirements related to glass processing by automatic machine
- work flow requirements in relation to glass processing
- mathematical procedures for machine programming
- qualities and characteristics of different types of glass, including hazards and handling requirements
- features of software used in automatic processing in relation to design and file transfer
- types, characteristics, safe use, maintenance and capabilities of computer-navigated and Computer Numerical Control (CNC) machines:
  - bevellers and brilliant cutter
  - diamond saws
  - edgers
  - laser glass cutters
  - straight line and shape annealed and laminated glass cutters
  - water jet machines
  - marking tools
  - measuring tools, including tape measures, L-squares and straight edges
  - templates


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- types of information that needs to be entered into automatic machines:
  - glass thickness
  - size
  - type
  - stock sheet size
  - off-cut sizes
- procedures for automatic machine processing, the types of problems that may occur and how to avoid and respond
- quality indicators for processed glass
- procedures for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - equipment, tools and materials to complete tasks in the Performance Evidence
  - glass product to be processed
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGG3031 Cut thick glass

## Modification History

Release 1. Supersedes and is not equivalent to MSFGG3004 Process thick glass.

## Application

This unit describes the skills and knowledge required create jobs and to program and operate automatic glass processing equipment for cutting, drilling, shaping and edging of glass.

This unit applies to glass processing workers.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Glass and Glazing

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify work requirements | 1.1 Read work instructions and identify cutting requirements<br>1.2 Identify and follow work health and safety requirements, using all required personal protective equipment<br>1.3 Select and check required tools, equipment and materials for serviceability and safety prior to use<br>1.4 Plan sequence of work to ensure cutting is conducted in a logical order |
| 2. Prepare for cutting | 2.1 Select glass cutting table and clear work surface of debris and dust<br>2.2 Clear work area of obstructions and potential hazards and locate cullet bins close to work area |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 2.3 Check glass for imperfections and damage prior to handling<br>2.4 Relocate glass to be cut to the work area using correct manual handling procedures<br>2.5 Accurately measure glass to minimise waste within specified tolerances in accordance with workplace standards<br>2.6 Set and test equipment settings and safety controls in accordance with workplace standards |
| 3. Cut glass | 3.1 Operate and monitor tools and in accordance with manufacturer instructions and workplace procedures to achieve required cuts within specified tolerances<br>3.2 Make routine equipment, tool lubrication and adjustments in accordance with manufacturer instructions<br>3.3 Identify and report problems to appropriate persons, and follow any authorised changes in working procedures<br>3.4 Inspect completed product for compliance with quality and work order requirements and repair, reprocess or discard in accordance with workplace procedures |
| 4. Complete work | 4.1 Label and store processed glass in accordance with workplace procedures ensuring there are no projections<br>4.2 Clean work area, safely dispose of rubbish and identify items for recycling in accordance with workplace procedures<br>4.3 Remove and store tools, equipment and unused materials in accordance with workplace procedures<br>4.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

No equivalent unit.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGG3031 Cut thick glass

## Modification History

Release 1. Supersedes and is not equivalent to MSFGG3004 Process thick glass.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- undertaken the following in accordance with all safety and AS/NZS 4667 requirements:
  - cut at least 3 different thicknesses of annealed glass (between 8mm and 25mm thick)
  - cut at least 2 different thicknesses of laminated glass (between 8.38mm and 25mm thick)
  - completed all of the following on both annealed and laminated glass:
    - straight cuts by hand and diamond saws
    - simple shapes
    - truncated and radius corners
    - circles and ovals.
    -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- purpose and key provisions of Australian Standard AS/NZS 4667
- mathematical procedures for optimisation
- types of information commonly found in work instructions and how to interpret
- thick glass:
  - qualities and characteristics, including hazards and handling requirements
  - workplace safety system requirements
  - work flow requirements
  - cutting techniques, the types of problems that may occur and how to avoid and respond
  - laminate requirements as glass thickness increases
  - quality assurance
  - workplace documentation requirements
- types, characteristics, safe use, maintenance and limitations of glass cutting tools and equipment:
  - circle
  - speed


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- tungsten wheel.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - glass sheet and/or product greater than 8mm to be cut
  - equipment, tools and materials to complete tasks specified in the Performance Evidence
  - safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGG3033 Install shower screens

## Modification History

Release 1. Supersedes and is not equivalent to MSFGG3015 Fabricate and install shower screens and wardrobe doors.

## Application

This unit describes the skills and knowledge required to identify work requirements, prepare tools and materials, and install shower screens.

This unit applies to glaziers installing products in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking glass and glazing work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Glass and Glazing

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify work requirements | 1.1 Read work documentation and identify installation requirements<br>1.2 Identify and follow work health and safety requirements<br>1.3 Determine required installation methods and materials, and estimate quantities<br>1.4 Plan a logical work sequence suited to the job and workplace procedures |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Prepare for installation | 2.1 Select and check tools and equipment for suitability, serviceability and safety prior to use<br>2.2 Select and confirm type and quantity of components and materials against specifications<br>2.3 Measure and prepare components and materials using required tools in accordance with specifications |
| 3. Identify site conditions and constraints | 3.1 Consult customer and obtain permission prior to site inspection<br>3.2 Identify site safety hazards and take corrective action to reduce injury to self and others<br>3.3 Identify other on-site characteristics for their impact on the installation process<br>3.4 Take accurate site measurements and confirm against job specification<br>3.5 Protect existing fixtures and fittings through the application of suitable coverings |
| 4. Install products | 4.1 Prepare location for shower screen in accordance with job requirements<br>4.2 Move product into place in accordance with safety requirements<br>4.3 Prepare product for installation and make adjustments to ensure correct fit<br>4.4 Fix product using the selected method and in accordance with recognised Australian standards<br>4.5 Use solvents and sealants in accordance with manufacturer recommendations and Australian Standards<br>4.6 Remove excess sealing material and clean product after fixing<br>4.7 Inspect completed installation against specifications and quality requirements, and rectify any defects |
| 5. Complete work | 5.1 Obtain and document customer approval of the completed installation in accordance with workplace procedures<br>5.2 Remove scraps and off-cuts for disposal or recycling in accordance with workplace procedures<br>5.3 Clean work area and safely dispose of rubbish<br>5.4 Remove tools, equipment and unused materials in accordance with |


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| Elements | Performance Criteria |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | workplace procedures<br>5.5 Accurately complete required workplace documentation |

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGG3033 Install shower screens

## Modification History

Release 1. Supersedes and is not equivalent to MSFGG3015 Fabricate and install shower screens and wardrobe doors.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- installed the following in accordance with work, safety and Australian Standards requirements:
  - 1 frameless shower screen
  - 1 framed or semi-frameless shower screen.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- Australian Standards, purpose and key provisions of AS 3740
- mathematical procedures for estimation and measurement
- organisational customer communication standards and protocols
- types, characteristics and uses of different shower screen products, including:
  - sliding shower door
  - pivot shower door
  - semi-frameless
  - frameless
  - framed
- shower screen installation:
  - workplace safety system requirements
  - work flow requirements
  - qualities and characteristics of glass and framing materials
  - site characteristics that may impact installation and how to respond
  - considerations for selection of fixing methods
  - installation techniques, the types of problems that may occur and how to avoid and respond
  - fabrication methods for different products and how this impacts installation
  - basic fabrication techniques for on-site product adjustments
  - quality assurance
  - types, characteristics, safe use, maintenance and limitations of tools and equipment


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    - uses and limitations of adhesives and sealants
- documentation requirements for installation work.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - equipment, tools and materials to complete tasks in the Performance Evidence
    - work orders
    - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGG3034 Install residential windows and doors

## Modification History

Release 1. Supersedes and is not equivalent to MFGG3016 Fabricate and install residential windows and doors.

## Application

This unit describes the skills and knowledge required to identify work requirements, prepare tools and materials, and install window and door products in residential environments. This may include wardrobe doors.

This unit applies to glaziers installing products in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking glass and glazing work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Glass and Glazing

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify work requirements | 1.1 Read work documentation and identify installation requirements<br>1.2 Identify and follow work health and safety requirements<br>1.3 Determine required installation methods and materials, and estimate quantities<br>1.4 Plan a logical work sequence suited to the job and workplace procedures |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Prepare for installation | 2.1 Select and check tools and equipment for suitability, serviceability and safety prior to use<br>2.2 Select and confirm type and quantity of components and materials against specifications<br>2.3 Measure and prepare components and materials using required tools in accordance with specifications. |
| 3. Identify site conditions and constraints | 3.1 Consult customer and obtain permission prior to site inspection<br>3.2 Identify site safety hazards and take corrective action to reduce injury to self and others<br>3.3 Identify other on-site characteristics for their impact on the installation process<br>3.4 Take accurate site measurements and confirm against job specification<br>3.5 Protect existing fixtures and fittings through the application of suitable coverings |
| 4. Install products | 4.1 Prepare opening to receive product in accordance with specific job requirements<br>4.2 Move product into place in accordance with safety requirements<br>4.3 Prepare product for installation and make adjustments to ensure correct fit<br>4.4 Fix product using the selected method and in accordance with Australian and industry standards<br>4.5 Use solvents and sealants in accordance with manufacturer recommendations and Australian Standards<br>4.6 Remove excess sealing material and clean product after fixing<br>4.7 Inspect completed installation against specifications and quality requirements, and rectify any defects |
| 5. Complete work | 5.1 Obtain and document customer approval of the completed installation in accordance with workplace procedures<br>5.2 Remove scraps and off-cuts for disposal or recycling in accordance with workplace procedures<br>5.3 Clean work area and safely dispose of rubbish<br>5.4 Remove tools, equipment and unused materials in accordance with |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | workplace procedures<br>5.5 Accurately complete required workplace documentation |

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGG3034 Install residential windows and doors

## Modification History

Release 1. Supersedes and is not equivalent to MFGG3016 Fabricate and install residential windows and doors.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- installed the following in accordance with work, safety and Australian Standards requirements
  - 1 residential window with hardware
  - 1 residential door with hardware.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- Australian Standards, their purpose and key provisions:
  - AS1288
  - AS 2047: sections 6 and 8
  - AS/NZS 4667
- mathematical procedures for estimation and measurement
- organisational customer communication standards and protocols
- types, characteristics and uses of residential window and door products and associated hardware:
  - materials
  - door styles:
    - bi-fold
    - sliding
    - timber framed
    - hinged
  - window styles:
    - awning
    - casement
    - double glazed
    - double hung


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    - louvre
    - sliding
    - framed, including timber and other materials
- residential window and door installation:
    - workplace safety system requirements
    - work flow requirements
    - site characteristics that may impact installation and how to respond
    - considerations for selection of fixing methods
    - installation techniques, the types of problems that may occur and how to avoid and respond:
        - preparing the opening
        - installing and fixing the product
        - adding hardware
    - fabrication methods for different products and how this impacts the installation process
    - basic window and door fabrication techniques for on-site product adjustments
    - quality assurance
    - types, characteristics, safe use, maintenance and limitations of installation tools and equipment
    - uses and limitations of adhesives and sealants for different products and installation contexts
    - documentation requirements for installation work.
    -

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - equipment, tools and materials to complete tasks in the Performance Evidence
    - work orders
    - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGG3035 Install mirrors and glass splashbacks

## Modification History

Release 1. Supersedes and is not equivalent to MSFGG3021 Prepare and install mirrors.

## Application

This unit describes the skills and knowledge required to identify work requirements, prepare tools and materials, and install mirrors and glass splashbacks, including mirror wardrobes.

This unit applies to glaziers installing products in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking glass and glazing work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Glass and Glazing

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify work requirements | 1.1 Read work documentation and identify installation requirements<br>1.2 Identify and follow work health and safety requirements<br>1.3 Determine required installation methods and materials, and estimate quantities<br>1.4 Plan a logical work sequence suited to the job and workplace procedures |
| 2. Prepare for | 2.1 Select and check tools and equipment for suitability, serviceability |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| installation | and safety prior to use<br>2.2 Select and check components and materials against specifications<br>2.3 Measure and prepare components and materials using required tools in accordance with specifications |
| 3. Identify site conditions and constraints | 3.1 Consult customer and obtain permission prior to site inspection<br>3.2 Identify site safety hazards and take corrective action to reduce injury to self and others<br>3.3 Identify other on-site characteristics for their impact on the installation process<br>3.4 Take accurate measurements and confirm against job specification<br>3.5 Protect existing fixtures and fittings through the application of suitable coverings |
| 4. Install products | 4.1 Prepare installation location to receive product in accordance with specific job requirements<br>4.2 Move product into place in accordance with safety requirements<br>4.3 Prepare product for installation and make adjustments to ensure correct fit<br>4.4 Fix product using the selected method and in accordance with Australian and industry standards<br>4.5 Use solvents and sealants in accordance with manufacturer recommendations and Australian Standards<br>4.6 Remove excess sealing material and clean product after fixing<br>4.7 Inspect completed installation against specifications and quality requirements, and rectify any defects |
| 5. Complete work | 5.1 Obtain and document customer approval of the completed installation in accordance with workplace procedures<br>5.2 Remove scraps and off-cuts for disposal or recycling in accordance with workplace procedures<br>5.3 Clean work area and safely dispose of rubbish<br>5.4 Remove tools, equipment and unused materials in accordance with workplace procedures<br>5.5 Accurately complete required workplace documentation |


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## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGG3035 Install mirrors and glass splashbacks

## Modification History

Release 1. Supersedes and is not equivalent to MSFGG3021 Prepare and install mirrors.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- installed the following in accordance with work, safety and Australian Standards requirements where installations either individually or cumulatively require both adhesive and mechanical fixing:
  - 1 framed mirror
  - 1 frameless mirror
  - 1 glass splashback with at least 1 power outlet
  - 1 mirror wardrobe
  - 1 mirror or glass splashback return.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- Australian Standards, their purpose and key provisions:
  - AS/NZS 4667
- regulation relating to proximity of glass products to kitchen appliances
- mathematical procedures for estimation and measurement
- organisational customer communication standards and protocols
- types, characteristics and uses of mirror and glass splashback products and associated hardware:
  - framed
  - frameless
  - return
  - wall
  - safety and security (mirrors)
  - tinted (mirrors)
- mirror and glass splashback installation:
  - workplace safety system requirements
  - work flow requirements
  - site characteristics that may impact installation and how to respond


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  - installation techniques, the types of problems that may occur and how to avoid and respond
  - fabrication methods for different products and how this impacts installation
  - considerations for selection of fixing methods
  - basic fabrication techniques for on-site product adjustments
  - quality assurance
  - types, characteristics, safe use, maintenance and limitations of installation tools and equipment
  - uses and limitations of adhesives and sealants
- documentation requirements for installation work.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - equipment, tools and materials to complete tasks in the Performance Evidence
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGG3036 Install commercial glazing products

## Modification History

Release 1. Supersedes and is not equivalent to MSFGG3017 Fabricate and install commercial glazing.

## Application

This unit describes the skills and knowledge required to identify work requirements, prepare tools and materials, and install flat and curved glazing products in commercial environments such as shopfronts, doors and windows.

This unit applies to individuals installing products. They may or may not also fabricate the products.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking glass and glazing work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Glass and Glazing

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify work requirements | 1.1 Read work documentation and identify installation requirements<br>1.2 Identify and follow work health and safety requirements<br>1.3 Determine required installation methods and materials, and estimate quantities<br>1.5 Plan a logical work sequence suited to the job and workplace procedures |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Prepare for installation | 2.1 Select and check tools and equipment for suitability, serviceability and safety prior to use<br>2.2 Select and confirm type and quantity of components and materials against specifications<br>2.3 Measure and prepare components and materials using required tools in accordance with specifications |
| 3. Identify site conditions and constraints | 3.1 Consult customer and obtain permission prior to site inspection<br>3.2 Identify site safety hazards and take corrective action to reduce injury to self and others<br>3.3 Identify other on-site characteristics for their impact on the installation process<br>3.4 Take accurate measurements and confirm against job specification<br>3.5 Apply covering material to protect existing fixtures and fittings in accordance with workplace procedures |
| 4. Prepare frame/opening and materials | 4.1 Remove glass in accordance with safety and work requirements<br>4.2 Assess frame and/or opening to ensure suitability for re-glazing in accordance with customer requirements and Australian Standards<br>4.3 Report defective frames for repair or replacement in accordance with workplace procedures<br>4.4 Prepare frame and/or opening to receive glass through check of size against specifications, removal of sealant remains and surface preparation<br>4.5 Prepare fixing and sealing materials by mixing or cutting to length in accordance with job requirements |
| 5. Fit glass | 5.1 Fix glass to the frame using the selected method and in accordance with recognised industry procedures and Australian Standards<br>5.2 Use solvents and sealants in accordance with manufacturer recommendations and Australian Standards<br>5.3 Remove excess sealing material and clean glass and frame after fixing |
| 6. Complete work | 6.1 Check completed installation for compliance with customer requirements, specifications and Australian Standards<br>6.2 Clean and store tools, equipment and materials in accordance with |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | workplace procedures<br>6.3 Clean work area, leave in a safe condition and dispose of waste or recycle in accordance with workplace protocols<br>6.4 Accurately complete required workplace documentation |

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGG3036 Install commercial glazing products

## Modification History

Release 1. Supersedes and is not equivalent to MSFGG3017 Fabricate and install commercial glazing.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- completed 2 commercial project installations in accordance with work, safety and Australian Standards requirements, to include at least 2 of the following:
  - combined window and door project
  - frameless commercial windows
  - shopfront and door
  - shopfront and door using sub-head and sub-sill.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- Australian Standards, their purpose and key provisions:
  - AS/NZS 4667
  - AS 1288
- mathematical procedures for estimation and measurement
- types, characteristics and uses of commercial glazing products
- commercial glazing product installation:
  - workplace safety system requirements
  - work flow requirements
  - qualities and characteristics of glass and framing materials, including curved glass
  - qualities, characteristics, uses and limitations of component hardware:
    - concealed overhead closer
    - guides
    - hinges
    - locks
    - pivots
    - weather seals
    - wheels


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    - stays
  - site characteristics that may impact installation and how to respond
  - installation techniques, the types of problems that may occur and how to avoid and respond
  - fabrication methods for different products and how this impacts installation
  - basic fabrication techniques for on-site product adjustments
  - quality assurance
- types, characteristics, safe use, maintenance and limitations of installation tools and equipment
- uses and limitations of adhesives and sealants in glazing installations
- documentation requirements for installation work.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - equipment, tools and materials to complete tasks in the Performance Evidence
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGG3037 Install structural glazing products

## Modification History

Release 1. Supersedes and is not equivalent to MSFGG3018 Prepare and install architectural engineered glazing.

## Application

This unit describes the skills and knowledge required to identify work requirements, prepare tools and materials, and install structural glazing products.

This unit applies to individuals installing structural glazing products. They may or may not also fabricate the products.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking glass and glazing work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work (ASCC 2007)*.

## Pre-requisite Unit

N/A

## Unit Sector

Glass and Glazing

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify work requirements | 1.1 Read work documentation and identify installation requirements<br>1.2 Identify and follow work health and safety requirements<br>1.3 Determine required installation methods and materials, and estimate quantities<br>1.4 Plan a logical work sequence suited to the job and workplace procedures |
| 2. Prepare for | 2.1 Select and check tools and equipment for suitability, serviceability |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| installation | and safety prior to use<br>2.2 Select and confirm type and quantity of components and materials against specifications<br>2.3 Measure and prepare components and materials using required tools in accordance with specifications |
| 3. Identify site conditions and constraints | 3.1 Consult customer and obtain permission prior to site inspection<br>3.2 Identify site safety hazards and take corrective action to reduce injury to self and others<br>3.3 Identify other on-site characteristics for their impact on the installation process<br>3.4 Take accurate measurements and confirm against job specification<br>3.5 Apply covering material to protect existing fixtures and fittings in accordance with workplace procedures |
| 4. Prepare frame/opening and materials | 4.1 Remove glass in accordance with safety and work requirements<br>4.2 Assess frame and/or opening condition to ensure suitability for re-glazing in accordance with customer requirements and Australian Standards<br>4.3 Report defective frames for repair or replacement in accordance with workplace procedures<br>4.4 Prepare frame and/or opening to receive glass in accordance with Australian Standards<br>4.5 Prepare fixing and sealing materials by mixing or cutting to length in accordance with job requirements |
| 5. Fit glass | 5.1 Fix glass using the selected method and in accordance with industry procedures and Australian Standards<br>5.2 Use solvents and sealants in accordance with manufacturer recommendations and Australian Standards<br>5.3 Remove excess sealing material and clean glass and frame after fixing |
| 6. Complete work | 6.1 Check completed installation for compliance with customer requirements, specifications and Australian Standards<br>6.2 Clean and store tools, equipment and materials in accordance with workplace procedures<br>6.3 Clean work area and leave in a safe condition and dispose of waste |


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| Elements | Performance Criteria |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | or recycle in accordance with workplace protocols<br>6.4 Accurately complete required workplace documentation |

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGG3037 Install structural glazing products

## Modification History

Release 1. Supersedes and is not equivalent to MSFGG3018 Prepare and install architectural engineered glazing.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- completed 3 of the following structural glazing installations in accordance with work, safety and Australian Standards requirements:
  - balustrade
  - curtain walls
  - glass floor glazing
  - overhead glazing
  - suspended or spider assembly
  - toughened assembly.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- Australian Standards, their purpose and key provisions:
  - AS/NZ1288
  - AS/NZS 4667
  - AS 1288
  - AS4285
- mathematical procedures for estimation and measurement
- organisational customer communication standards and protocols
- types, characteristics, uses and limitations of structural glazing products, including:
  - aluminium glazing systems, including planar assemblies
  - balustrading
  - curtain wall systems
  - glass floor glazing
  - panel wall systems (hung and stacked)
  - overhead glazing
  - spider assemblies


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    - toughened assemblies
- structural glazing product installation:
    - workplace safety system requirements
    - work flow requirements
    - qualities and characteristics of structural glass, acrylic and framing materials
    - qualities, characteristics, uses and limitations of component hardware:
        - concealed overhead closer
        - guides
        - hinges
        - locks
        - pivots
        - weather seals
        - wheels
        - stays
    - site characteristics that may impact installation and how to respond
    - installation techniques, the types of problems that may occur and how to avoid and respond
    - fabrication methods for different products and how this impacts installation
    - basic fabrication techniques for on-site product adjustments
    - quality assurance
- types, characteristics, safe use, maintenance and limitations of installation tools and equipment
- uses and limitations of adhesives and sealants in structural glazing installations
- role of engineering consultancy in structural glazing and how this impacts the installation role
- documentation requirements for installation work.
-

# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - equipment, tools and materials to complete tasks in the Performance Evidence
    - work orders
    - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGG3038 Conduct commercial and structural reglazing

## Modification History

Release 1. Supersedes and is equivalent to MSFGG3019 Conduct commercial and structural re-glazing.

## Application

This unit describes the skills and knowledge required to replace glass in commercial and structural applications.

This unit applies to glaziers working in accordance with pre-determined work orders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking glass and glazing work. Industry standards and codes of practice within Australia must also be applied. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Glass and Glazing

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify work requirements | 1.1 Identify work requirements for the type of glass to be used and the method of fixing from work documentation and communication with the customer<br>1.2 Identify and follow work health and safety requirements for commercial reglazing<br>1.3 Plan a logical work sequence suited to the job and workplace procedures |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Prepare for work | 2.1 Take accurate site measurements and establish clearance and wedge requirements<br>2.2 Select glass and frames to match job requirements and check for type, size and imperfections against job requirements and relevant Australian Standards<br>2.3 Select glass fixing method to meet specifications<br>2.4 Select and check tools and equipment for suitability, serviceability and safety prior to use |
| 3. Identify site conditions and constraints | 3.1 Consult customer and obtain permission prior to site inspection<br>3.2 Identify site safety hazards and take corrective action to reduce injury to self and others<br>3.3 Identify other on-site characteristics for their impact on the installation process<br>3.4 Take accurate site measurements and confirm against job specification<br>3.5 Protect existing fixtures and fittings through the application of suitable coverings |
| 4. Prepare frame and materials | 4.1 Remove glass in accordance with safety requirements<br>4.2 Assess frame condition to ensure suitability for reglazing in accordance with Australian Standards<br>4.3 Report defective frames for repair or replacement in accordance with workplace procedures<br>4.4 Prepare frame to receive glass in accordance with specifications<br>4.5 Prepare fixing and sealing materials by mixing or cutting to length, in accordance with job requirements |
| 5. Cut and fit glass | 5.1 Safely cut glass using appropriate equipment in accordance with specific job requirements<br>5.2 Fix glass to the frame using the selected method in accordance with workplace procedures and Australian Standards<br>5.3 Use solvents and sealants in accordance with manufacturer recommendations and Australian Standards<br>5.4 Remove excess sealing material and clean glass and frame with suitable cleaning agents after fixing |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 6. Complete work | 6.1 Check completed installation for compliance with customer requirements, specifications and Australian Standards<br>6.2 Clean and store tools, equipment and materials in accordance with workplace procedures<br>6.3 Clean work area and leave in a safe condition and dispose of waste or recycle in accordance with workplace protocols<br>6.4 Accurately complete required workplace documentation |

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Supersedes and is equivalent to MSFGG3019 Conduct commercial and structural re-glazing.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGG3038 Conduct commercial and structural reglazing

## Modification History

Release 1. Supersedes and is equivalent to MSFGG3019 Conduct commercial and structural re-glazing.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- accurately measured glass in accordance with job specifications for all of the following:
  - curved glass
  - doors
  - sliding tracks
  - shopfronts and returns
  - curtain wall
  - structural and/or overhead glazing
- used 3 different commercial products, one of which must be curved glass
- used the following glazing methods:
  - pocket
  - flush
  - channel glazing
  - structural and double glazing.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- Australian Standards, their purpose and key provisions:
  - AS 1288
  - AS/NZS 466
- regulations and standards for safe working at heights and on scaffolding
- mathematical procedures for estimation and measurement
- organisational customer communication standards and protocols
- types, characteristics and uses of commercial and structural glazing products
- commercial and structural reglazing:
  - workplace safety system requirements
  - work flow requirements for fitting glass


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- qualities and characteristics of glass, including hazards and handling requirements
- qualities and characteristics of different frame types and how this impacts the glazing process, including:
  - plastic
  - aluminium
  - steel
  - solid timber
- considerations for selection of fixing methods
- techniques, methods, materials and processes for glazing and reglazing, the types of problems that may occur and how to avoid and respond
- types of silicone products and their use, including structural silicone
- fabrication methods for different products and how this impacts installation
- basic fabrication techniques for on-site product adjustments
- quality assurance
- types, characteristics, safe use, maintenance and limitations of installation tools and equipment.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - a commercial site for glazing and reglazing
  - equipment, tools and materials to complete tasks in the Performance Evidence
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGG3039 Manually move glass

## Modification History

Release 1. Supersedes and is not equivalent to MSFGG2005 Apply basic glass handling, and, MSFGG3001 Store and handle glass.

## Application

This unit describes the skills and knowledge required to plan for and move sheets of glass by hand, both individually and as part of a team. Movement of glass may be within a glass workplace or between the workplace and another site.

This unit applies to glass processing workers and glaziers working in accordance with established procedures.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Glass and Glazing

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for glass handling | 1.1 Read instructions and identify the type and quantity of glass to be relocated<br>1.2 Identify and follow work health and safety requirements using all required personal protective equipment throughout the work<br>1.3 Identify sheet glass to be moved and estimate or calculate weight, shape, points of balance, and dimensions<br>1.4 Identify risks to self, others, material and equipment arising from required lifting, load carrying, set down or movement of glass<br>1.5 Identify the need for equipment or team lifting based on nature of |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | glass and level of risk |
| 2. Plan glass movement | 2.1 Identify destination for glass and determine routes to be followed<br>2.2 Compare required clearances to available space and make any required adjustments<br>2.3 Plan process for relocating glass, and include contingency measures for potential difficulties<br>2.4 Check proposed process against advisory standards and workplace procedures for compliance |
| 3. Relocate glass | 3.1 Check glass for imperfections and damage prior to movement<br>3.2 Lift, lower and carry glass, in accordance with approved local work health and safety codes and workplace procedures<br>3.3 Coordinate team lifting tasks in accordance with approved local work health and safety codes and workplace procedures<br>3.4 Follow planned process and route and relocate glass without damage to material, personnel or equipment<br>3.5 Attach required labels and store glass in accordance with workplace procedures ensuring there are no projections<br>3.6 Check relocation against work requirements, and report any differences |
| 4. Complete work | 4.1 Clean, maintain and store handling equipment in accordance with workplace procedures<br>4.2 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

No equivalent unit.


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# Links

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# Assessment Requirements for MSFGG3039 Manually move glass

## Modification History

Release 1. Supersedes and is not equivalent to MSFGG2005 Apply basic glass handling, and, MSFGG3001 Store and handle glass.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- completed each of the following in accordance with all safety and manual handling procedures on at least 1 occasion:
  - individual movement of annealed equal to or above 1.2 $m^2$
  - individual movement of laminated glass equal to or above 1.2 $m^2$
  - team movement of annealed glass equal to or above 4.5 $m^2$
  - team movement of laminated glass equal to or above 4.5 $m^2$
- moved glass in the following contexts:
  - loading and unloading of trucks
  - between trolleys and work benches.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- key information from work health and safety regulations relating to manual tasks and national code of practice:
  - role and responsibilities of the employer and employees in relation to manual handling safety
  - manual handling techniques that support safe work practice:
    - preparing the load
    - preparing the environment
    - using the stronger muscles in the legs where possible, rather than spinal muscles
    - maintaining a neutral spine when lifting and carrying
    - using two hands to lift or carry
    - keeping the load close to the body and centre of gravity
    - avoiding lifting objects above shoulder height
    - minimising repetitive movements
    - positions not held for long periods of time
    - avoiding twisting by repositioning feet while turning


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- mathematical procedures for calculation of glass weight
- glass manual handling:
  - quality, characteristics and behaviour of glass sheet when lifted and moved
  - risks and hazards
  - workplace safety system requirements
  - work flow requirements
  - principles and techniques of freefalling glass
  - the types of problems that may occur and how to avoid and respond
  - specific considerations when:
    - loading and unloading trucks
    - moving between trolleys and/or stillages, work benches and racks
- types, uses and limitations of tools and equipment used to support manual handling of glass
- features of glass sheet storage systems
- processes and communication protocols for team lifting
- workplace documentation requirements for glass movement.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources:
  - glass storage and handling area
  - trolleys and/or stillages
  - work benches
  - racks
  - glass sheet to be relocated
  - safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGG3040 Move block and bulk glass sheet by mechanical means

## Modification History

Release 1. Supersedes and is equivalent to MSFGG3003 Move block and bulk glass sheet by mechanical means.

## Application

This unit describes the skills and knowledge required to plan for and move block and bulk flat glass by mechanical means in workplaces which are involved in the manufacture, processing and/or installation of sheet glass.

This unit applies to glass processing workers.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Glass and Glazing

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for the task | 1.1 Read work instructions and identify type and quantity of glass to be relocated<br>1.2 Identify and follow work health and safety requirements, using all required personal protective equipment<br>1.3 Identify blocks of glass sheet to be moved and estimate or calculate weight using appropriate method<br>1.4 Identify risks to self, others, material and equipment arising from the required lifting, load carrying, set down or movement of glass<br>1.5 Correctly identify mechanical handling equipment based on the |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | size, weight and type of glass |
| 2. Plan glass movement | 2.1 Identify destination for glass and routes to be followed based on work order or storage procedures<br>2.2 Compare required clearances to available space and make required adjustments<br>2.3 Plan process for relocating glass in accordance with workplace procedures, and include contingency measures for potential difficulties<br>2.4 Check proposed process against advisory standards and workplace procedures for compliance |
| 3. Relocate glass | 3.1 Set and test equipment settings and safety controls in accordance with workplace procedures with faulty equipment tagged and alternative arrangements made<br>3.2 Check glass for imperfections and damage prior to movement<br>3.3 Operate equipment in accordance with approved advisory standards, manufacturer instructions, workplace procedures and safety requirements<br>3.4 Follow planned process and route and relocate glass without injury or damage to material and equipment<br>3.5 Label glass in accordance with workplace procedures, ensuring there are no projections<br>3.6 Check relocation against work requirements, and report any differences to relevant personnel |
| 4. Complete work | 4.1 Clean, maintain and store handling equipment in accordance with workplace procedures<br>4.2 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

Supersedes and is equivalent to MSFGG3003 Move block and bulk glass sheet by mechanical means.

# Links

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# Assessment Requirements for MSFGG3040 Move block and bulk glass sheet by mechanical means

## Modification History

Release 1. Supersedes and is equivalent to MSFGG3003 Move block and bulk glass sheet by mechanical means.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- relocated mid-range (at least 2440x3660mm) block glass in accordance with safety requirements and all relevant regulations and Australian Standards:
  - on 3 different occasions
  - used block lifters in conjunction with gantry cranes
  - completed relocations that involve at least 2 of the following:
    - trucks
    - containers
    - freefall or fixed racks or frame trolley
- relocated end caps and/or cases using chains and/or slings in conjunction with gantry cranes at least once.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for calculation of glass weight
- block and bulk glass movement by mechanical means:
  - quality, characteristics and behaviour of block glass sheet when lifted and moved
  - risks and hazards
  - workplace safety system requirements
  - work flow requirements
  - principles and techniques, the types of problems that may occur and how to avoid and respond
- capabilities, operating processes and procedures for mechanical handling equipment:
  - gantry cranes
  - block lifters
  - slings and chains (Australian Standards AS 1418 and licensing requirements)
- specific issues associated with the loading and unloading of containers


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- features of block and bulk glass storage systems
- documentation requirements for glass movement.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - glass storage and handling area
  - equipment, tools and materials as specified in the Performance Evidence
  - block and bulk glass sheet to be relocated
  - safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGG3041 Manufacture insulated glass units

## Modification History

Release 1. Supersedes and is equivalent to MSFGG3013 Set up and operate insulated glass unit manufacturing equipment.

## Application

This unit describes the skills and knowledge required to set up and operate insulated glass unit (IGU) manufacturing equipment to process two sheets of glass that are separated by a spacer and sealed to form an airtight unit and conducting associated quality testing.

This unit applies to glass processing workers producing insulated glass units (IGUs) in accordance with pre-determined work orders.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Glass and Glazing

## Elements and Performance Criteria

| **Elements** | **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 Read work instructions and identify job and quality requirements<br>1.2 Identify and follow work health and safety requirements, using all required personal protective equipment<br>1.3 Identify quality procedures for each stage of the process<br>1.4 Plan work sequence in a logical order to suit the job and workplace procedures<br>1.5 Establish and maintain communication with others involved with the work to ensure efficient work flow coordination, personnel |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | cooperation and safety |
| 2. Set up equipment | 2.1 Complete pre-operational equipment checks in accordance with workplace procedures<br>2.2 Confirm machine operation through quality checks on first production of finished items<br>2.3 Make adjustments to settings and parameters based on initial quality checks |
| 3. Conduct IGU manufacturing operations | 3.1 Load and orient glass sheets into IGU machine using the appropriate mechanical and automated handling equipment<br>3.2 Assemble IGU spacers in accordance with specification and workplace procedures<br>3.3 Operate IGU machine to wash and dry glass and to press the unit using any required additives<br>3.4 Operate primary and secondary seal equipment in accordance with workplace procedures<br>3.5 Conduct testing for water vapour (dewpoint) and integrity of sealing (moisture) in accordance with workplace procedures |
| 4. Complete work and maintain equipment | 4.1 Inspect completed product for compliance with quality and work order requirements and reprocess or discard in accordance with workplace procedures<br>4.2 Quarantine, label and store serviceable units in accordance with industry standards and workplace procedures<br>4.3 Clean work area and safely dispose of rubbish<br>4.4 Clean and inspect IGU machine for serviceability in accordance with workplace procedures<br>4.5 Inspect, maintain and tag equipment in accordance with workplace procedures<br>4.6 Remove and store tools, equipment and unused materials in accordance with workplace procedures<br>4.7 Accurately complete required workplace documentation |


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# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFGG3013 Set up and operate insulated glass unit manufacturing equipment.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGG3041 Manufacture insulated glass units

## Modification History

Release 1. Supersedes and is equivalent to MSFGG3013 Set up and operate insulated glass unit manufacturing equipment.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit and:

- prepared, set up and manufactured units of 2 different thicknesses and conducted the appropriate quality testing of 2 differing insulated glass unit (IGU) configurations to the capacity of the IGU machine in accordance with all safety and Australian Standards requirements.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- purpose and key provisions of Australian Standards – glass and window rating systems for insulation applications and when IGUs are appropriate:
  - AS/NZS 2208
  - AS/NZS 4666
- workplace safety system requirements related to the operation of IGU manufacturing equipment
- work flow requirements relating to the operation of IGU manufacturing equipment, including how the process fits into the overall glass processing system
- the role and importance of communication with others in relation to quality and safety
- mathematical procedures for calculation of IGU weight
- common items found in work instructions for IGU operations, including:
  - material to be used
  - process required to complete work tasks
  - the required size of the units
  - number of IGUs required and holding area for completed items
- characteristics of materials used and uses of products produced in the IGU manufacturing process
- glass and window rating systems for insulation applications
- types, characteristics, safe use, maintenance and limitations of tools and equipment
- characteristics and uses of other material used, including:


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- procedures for each step of the IGU process, the types of problems that may occur and how to avoid and respond
- quality indicators for finished products
- procedures for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - equipment, tools and materials to complete tasks in the Performance Evidence
  - glass product to be processes
  - safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGG3042 Process glass by semi-automatic machines

## Modification History

Release 1. Supersedes and is equivalent to MSFGG3005 Process glass by semi-automatic machines.

## Application

This unit describes the skills and knowledge required to cut, drill, shape and edge glass using semi-automatic glass processing equipment.

This unit applies to glass processing workers.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Glass and Glazing

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify work requirements | 1.1 Read work instructions and identify job requirements<br>1.2 Identify and follow work health and safety requirements, using all required personal protective equipment<br>1.3 Determine quality standards and identify procedures in accordance with workplace requirements and industry standards<br>1.4 Plan sequence of work to ensure processing is conducted in a logical order |
| 2. Prepare for work | 2.1 Identify components and controls of machines, including emergency stops and guards, and take appropriate action if not in working order in accordance with workplace procedures |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 2.2 Accurately calculate and enter information required by machine for required process<br>2.3 Clear work area of obstructions and potential hazards<br>2.4 Identify and locate glass to be processed and check for imperfections and damage using appropriate handling techniques |
| 3. Conduct processing operations | 3.1 Operate and monitor machines in accordance with manufacturer instructions and workplace procedures to ensure correct product quality and output<br>3.2 Make required routine lubrication and adjustments of machines and/or equipment<br>3.3 Identify problems occurring during work operations and report to appropriate persons in accordance with workplace procedures, and follow any authorised changes in working procedures<br>3.4 Inspect completed product for quality of work and repair, reprocess or discard in accordance with workplace procedures. |
| 4. Complete work | 4.1 Label processed glass and store in accordance with workplace procedures ensuring there are no projections<br>4.2 Clean work area, safely dispose of rubbish and identify items for recycling in accordance with workplace procedures<br>4.3 Remove and store tools, equipment and unused materials in accordance with workplace procedures<br>4.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFGG3005 Process glass by semi-automatic machines.


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# Links

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# Assessment Requirements for MSFGG3042 Process glass by semi-automatic machines

## Modification History

Release 1. Supersedes and is equivalent to MSFGG3005 Process glass by semi-automatic machines.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- set up and used semi-automatic glass processing equipment in accordance with all safety and Australian Standards requirements as follows:
  - 3 of the following machines:
    - straight line edger
    - straight line beveller
    - single and/or double head glass drill
    - glass washer and dryer
    - shaped beveller
    - glass cutting table
  - 3 of the following processes:
    - cutting
    - drilling
    - edging
    - washing and drying
    -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- purpose and key provisions of Australian Standard AS/NZS 4667
- workplace safety system requirements related to glass processing by semi-automatic machine
- work flow requirements in relation to glass processing
- mathematical procedures for estimation and measurement, including calculation of area and estimation of material requirements
- qualities and characteristics of float and laminate glass, including hazards and handling requirements
- types, characteristics, safe use, maintenance and limitations of semi-automatic machines:


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  - cutting tables
  - milling machines
  - shape cutters
  - single and double head diamond drill machine
  - straight line and variable angle edgers
  - straight line annealed and laminated glass cutters
  - washing machines
- types, characteristics, safe use, maintenance and limitations of other tools and equipment used:
  - lubricants
  - marking tools
  - measuring tools, including tape measures, L-squares and straight edges
  - templates
- procedures for semi-automatic machine processing, the types of problems that may occur and how to avoid and respond
- quality indicators for processed glass
- procedures for the recording, reporting and maintenance of workplace records and information.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - equipment, tools and materials to complete tasks in the Performance Evidence
  - glass product to be processed
  - safety and personal protective equipment
  - work orders
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGG4011 Manage glass industry production scheduling

## Modification History

Release 1. Supersedes and is equivalent to MSFGG4003 Manage glass industry production scheduling.

## Application

This unit describes the skills and knowledge required to plan, monitor and adjust schedules to meet operational requirements in a glass industry production operation using planning and systems control software. It involves communication of production scheduling plans and issues with key personnel. Production schedules may relate to daily, weekly and/or monthly production.

This unit applies to senior production personnel who use complex, interrelated production information to optimise operations.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Glass and Glazing.

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify production requirements | 1.1 Accurately identify production requirements from analysis of sales forecasts, stock holding and other relevant information<br>1.2 Identify and confirm production priorities through evaluation of documentation and consultation with key stakeholders |
| 2. Confirm resource requirements | 2.1 Confirm stock levels of raw materials, packaging components and consumables against production requirements<br>2.2 Determine equipment capacity and human resources to meet |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | production requirements |
| 3. Develop production schedule | 3.1 Develop production schedule to meet demand and delivery timelines within production capacity and budget<br>3.2 Establish production schedule that minimises stock and product holdings and maximises production efficiency<br>3.3 Establish and maintain communication with other key production personnel<br>3.4 Document production schedule and make available to relevant personnel in a timely manner and in format suited to the audience |
| 4. Monitor production | 4.1 Identify actual or potential barriers through regular production monitoring<br>4.2 Monitor resource usage rates and identify potential shortages<br>4.3 Identify and assess unplanned events that could affect the schedule and put appropriate action plans put in place |
| 5. Adjust production schedule | 5.1 Assess production schedule adjustments to take account of changed conditions and negotiate and communicate changes to relevant production personnel in a timely manner<br>5.2 Identify resource implications of amended schedule and assess resources to meet requirements<br>5.3 Identify and communicate potential failure to meet delivery deadlines to relevant personnel in a timely manner<br>5.4 Accurately amend schedule documentation in accordance workplace procedures |
| 6. Review production schedule | 6.1 Identify, investigate and report variances in production against schedule in accordance with workplace procedures<br>6.2 Seek feedback and input from personnel responsible for implementing the schedule<br>6.3 Identify improvement opportunities from research and consultation<br>6.4 Revise scheduling process to reflect identified opportunities and communicate to relevant personnel |


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# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFGG4003 Manage glass industry production scheduling.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGG4011 Manage glass industry production scheduling

## Modification History

Release 1. Supersedes and is equivalent to MSFGG4003 Manage glass industry production scheduling.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- used planning and systems control software to manage production scheduling over a complete production scheduling period.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- the role and scope of the scheduling function, including:
  - different stakeholders
  - information required for the scheduling process
  - communication methods and channels
  - flow of information to and from the scheduling process
  - impact of scheduling for related planning, purchasing, production and despatch processes
  - consequences of failing to meet delivery timelines
- principles of operation of glass processing plant and/or equipment
- interactions and communications systems between plant units within the entire plant and the architecture and location of the glass process and/or production equipment
- characteristics of the following and production process to determine the most efficient plan to meet production requirements
  - glass raw materials and/or ingredients
  - packaging components
  - consumables
- methods used to monitor actual to planned production, including systems software and key performance indicators, where these are collected on a real-time basis
- factors to be taken into account in planning the schedule, including interrelationships between:
  - customer requirements
  - equipment uses and maintenance


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  - stock levels and supply options
  - glass product specifications, tolerances and applicable Australian Standards
  - glass plant capacity to ensure that production quantities and timelines are achievable
  - competencies required by the work process and competencies held by the work team
  - product compatibility
  - specific glass plant process operations and interactions between glass plant items and/or processes
  - transport capacity
  - hierarchy of control and basis of control for glass plants
  - supplier capacity and timeframes
- conditions that can affect achievement of a production schedule, including conditions that are unusual or unplanned, and related options for response
- stakeholders to be consulted and/or notified of production schedule and related amendments, including the information relevant to each group or person and recording systems and requirements
- options for maximising resource utilisation and minimising waste, including options for alternate resource allocation in response to unplanned events
- quality assurance and process improvement procedures
- procedures for the recording, reporting and maintenance of workplace records and information.

# Assessment Conditions

Skills must have been demonstrated in a glass and glazing production workplace.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73



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# MSFGN2001 Make measurements and calculations

## Modification History

Release 2. Supersedes and is equivalent to MSFGN2001 Make measurements and calculations, (Release 1).

Release 1. New unit of competency

## Application

This unit of competency describes the skills and knowledge required to identify the measuring equipment required in work task, and make and record accurate measurements and calculations. It includes identifying and responding to routine and non-routine problems with the process.

The unit applies to any individual taking measurements and making calculations as part of their job role.

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

## Pre-requisite Unit

Not applicable.

## Unit Sector

Generic

## Elements and Performance Criteria

| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| 1. Identify required measurements and equipment | 1.1 | Select measuring equipment suited to the task |
| | 1.2 | Identify measuring units to be used, and the level of detail required, from work documents |
| | 1.3 | Check condition and calibration of measuring equipment and confirm it is fit for purpose |
| 2. Take measurements | 2.1 | Make justified estimate of range of results that may be |


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| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| | | obtained |
| | 2.2 | Identify and take account of external factors affecting measurement accuracy |
| | 2.3 | Take measurements using mathematical techniques suited to task |
| | 2.4 | Compare measurements against range of expected results |
| | 2.5 | Check accuracy and correctness of numerical information |
| | 2.6 | Record results to required level of detail |
| 3. Carry out calculations | 3.1 | Identify measurement data to be used for calculations from work instructions |
| | 3.2 | Determine calculation methods and techniques suited to task |
| | 3.3 | Make justified estimate of range of quantities that may be obtained |
| | 3.4 | Carry out calculations and check accuracy of results |
| | 3.5 | Record results to required level of detail |
| 4. Address routine and non-routine problems | 4.1 | Identify known faults that can occur during measurement activity |
| | 4.2 | Identify and take necessary action on causes of routine faults |
| | 4.3 | Log problems according to workplace procedures |
| | 4.4 | Identify and report non-routine problems to designated personnel |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency.


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| This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency. | |
|---|---|
| Oral communication skills to: | • communicate ideas and information, and report problems |
| Reading skills to: | • interpret familiar workplace documentation, including:<br>• work instructions: job sheets, cutting lists, plans, drawings and designs<br>• project plans and briefs<br>• product and material specifications |

# Unit Mapping Information

Release 2. Supersedes and is equivalent to MSFGN2001 Make measurements and calculations (Release 1).

Release 1. New unit of competency.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGN2001 Make measurements and calculations

## Modification History

Release 2. Supersedes and is equivalent to MSFGN2001 Make measurements and calculations (Release 1).

Release 1. New unit of competency

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements, performance criteria, and foundation skills of this unit, which must include the ability to:

- work from specific project plans or briefs to accurately determine and cost the quantities of materials or products for a minimum of three different projects.

In the course of determining and costing the above projects, the person must:

- record estimation of results that may be obtained
- use measuring, calculating, and recording devices
- check and record results.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- purpose for measuring and calculating in workplace context
- mathematical principles and problem-solving strategies to make basic measurements and calculations
- uses and limitations of the following measuring equipment:
  - calculators
  - calipers
  - computers
  - laser or equivalent technology
  - rulers
  - squares
  - tapes measures
  - weighing scales
- workplace procedures and protocols relating to:
  - handling materials and products while undertaking measurement to minimise damage
  - recording and reporting outcomes of measurement and calculation
  - reporting non-routine problems
  - quality standards



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- requirements of working with others in a team

## Assessment Conditions

Assessment must occur in the workplace, or in a simulated environment that reflects workplace conditions and contingencies.

Access is required to:

- project plans and briefs
- measuring and calculating equipment specified in the knowledge evidence
- recording equipment required to demonstrate the performance evidence
- quality standards and enterprise procedures.

**Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.**

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGN2002 Move and store materials and products

## Modification History

Release 2. Supersedes and is equivalent MSFGN2002 Move and store materials and products (Release 1).

Release 1. New unit of competency. Supersedes and is equivalent to LMFGN2002B Move and store materials and products.

## Application

This unit of competency describes the skills and knowledge required to move, store and record stocks of materials and products. It involves establishing suitable areas for the required storage, as well as suitable methods for stacking and storing. The unit requires the use of workplace technology to record stock movement in workplace inventory or records systems.

The unit applies to any individual moving and storing materials and products as part of their job role.

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

## Pre-requisite Unit

Not applicable.

## Unit Sector

Generic

## Elements and Performance Criteria

| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| 1. Prepare to store materials and products | 1.1 | Identify materials and products to be stored according to work instructions |
| | 1.2 | Identify potential uses of materials and products, and frequency of use or of required access |
| | 1.3 | Determine size and shape of materials and products, and |


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| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| | | special storage requirements |
| | 1.4 | Locate required instructions, care labels, and stock identification information |
| | 1.5 | Forward product re-order documentation to required personnel in a timely manner when it is required and according to workplace procedures |
| 2. Establish storage areas | 2.1 | Select storage area suitable for type and quantity of materials and products |
| | 2.2 | Obtain required workplace clearances for use of storage area |
| | 2.3 | Clear storage area of waste and contaminants and install, or have installed, required safety equipment |
| | 2.4 | Plan storage area to safely and effectively position goods in line with workplace handling and storing procedures and requirements |
| | 2.5 | Organise access and working space to enable safe lifting and use of required manual handling equipment and forklifts |
| 3. Move materials and products | 3.1 | Select and access any assistance and equipment required for lifting and handling activity according to workplace procedures |
| | 3.2 | Complete movement activities using required handling equipment and according to work instructions, work health and safety (WHS) requirements, and workplace procedures |
| | 3.3 | Forward safe storage materials and products to required personnel in line with established work practices |
| | 3.4 | Observe condition of materials and products on arrival at storage area and return items below specification according to workplace procedures |
| 4. Store materials and products and finalise activity | 4.1 | Stack materials and products appropriately for weight loading, size and crushability and observe any requirements for separation of particular types of hazardous or incompatible materials and products |
| | 4.2 | Store materials and products according to WHS requirements, |


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| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| | | material and product specifications and workplace procedures |
| | 4.3 | Locate materials and products in a manner that enables access to frequently required items |
| | 4.4 | Record stock movement and storage details in inventory or records system according to established workplace protocols |
| | 4.5 | Seek and respond to feedback from others to continuously improve work performance |

# Foundation Skills

| This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency. | |
|---|---|
| Numeracy skills to: | • identify and interpret familiar and simple mathematical information relating to:<br>  • material and product identification information<br>  • length, mass, volume/capacity, and temperature measures<br>  • weight load capacity of storage shelves<br>• order and group materials and products based on their shape, measurement, and weight in order to correctly stack and store them |
| Oral communication skills to: | • communicate information and report non-routine problems:<br>  • speaking clearly<br>  • asking questions to gain information |
| Reading skills to: | • interpret routine workplace documentation, including work instructions and WHS requirements |
| Technology skills to: | • use workplace technology when moving and storing materials and products, including inventory systems, equipment, and measuring and recording devices |


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# Unit Mapping Information

Release 2. Supersedes and is equivalent MSFGN2002 Move and store materials and products, (Release 1).

Release 1. New unit of competency. Supersedes and is equivalent to LMFGN2002B Move and store materials and products.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGN2002 Move and store materials and products

## Modification History

Release 2. Supersedes and is equivalent MSFGN2002 Move and store materials and products, (Release 1).

Release 1 - New unit of competency. Supersedes and is equivalent to LMFGN2002B Move and store materials and products.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements, performance criteria, and foundation skills of this unit on at least one occasion. It must include the ability to:

- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Plan and organise activities, including the preparation and layout of the storage site to avoid any backtracking or work flow interruptions
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems
- Follow work instructions, operating procedures and inspection practices to:
  - minimise the risk of injury to self or others
  - prevent damage to goods, equipment and products
  - maintain required production output and product quality
  - Establish and maintain storage areas for:
  - Use a range of non-regulated materials handling devices
- Collect, organise and understand information related to the movement and storage of materials and products, work orders, plans and safety procedures
- Use checking and inspection techniques to anticipate movement and storage problems, avoid re-working and avoid wastage
- Use workplace technology related to movement and storage, including inventory systems, tools, equipment, and measuring and recording devices

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- work health and safety (WHS) procedures, practices, and regulations specific to moving and storing materials and products:
  - controlling hazards and risks
  - using firefighting equipment, first aid equipment
  - operating non-regulated material-handling machines and appliances


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    - using required PPE and clothing
- workplace procedures and protocols relating to:
    - safe handling, lifting, and storing of materials and products
    - obtaining workplace clearances for use of storage area
    - stacking and storing according to:
        - work flow requirements of materials and products
        - product dimensions and specifications
    - selecting and using controls and safety equipment to manage risk when moving and storing items
    - returning received materials and products that are below specification
    - reporting non-routine problems
    - recording and reporting in system of stock inventory and/or records
    - disposing of waste safely and sustainably
    - cleaning and storing equipment used in moving and storage process
- potential hazards associated with moving and storing materials and products:
    - fire and explosion
    - security issues
    - operator safety in handling and lifting items
    - hazardous materials and dangerous goods
- special storage requirements:
    - maintaining contaminant-free materials and products
    - safe storage arrangements
- impact of material and product characteristics and specifications on storing process:
    - stacking according to weight loading, size and crushability of materials and products
    - storage of perishable and non-perishable inventory
    - separation of hazardous or incompatible materials and products
- factors affecting storage arrangements:
    - potential damage to materials and products from other stored items
    - potential damage to stored items, including crushing, scratching, and contamination
    - frequency of required access and use
    - height, weight, and size of items
- types, characteristics, uses, and limitations of the following items required for moving and storing the items described in performance evidence:
    - tools and equipment:
        - manual materials handling equipment
        - non-motorised lifting and movement aids
        - open and enclosed pallets
        - pre-fabricated and fixed shelving
    - non-regulated material-handling machines and appliances
- weight loading capacity of storage shelves used in performance evidence


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- requirements of working with others in a team

## Assessment Conditions

Assessment must occur in the workplace, or in a simulated environment that reflects workplace conditions and contingencies.

Access is required to tools, materials, equipment and specifications for the work described in the performance evidence above, including:

- products and materials and storage facilities required to demonstrate the performance evidence
- tools and equipment specified in the knowledge evidence, including non-regulated material-handling machines and appliances
- workplace documentation specified in knowledge evidence:
  - work instructions
  - WHS procedures, regulations, and workplace procedures.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGN3001 Read and interpret work documents

## Modification History

Release 2. Supersedes and is equivalent MSFGN3001 Read and interpret work documents, (Release 1).

Release 1. New unit of competency. Supersedes and is equivalent to LMFGN3001B - Read and interpret work documents.

## Application

This unit of competency describes the skills and knowledge required to identify type and purpose of work document, read and interpret the document, and plan work in response. It also includes the handling and management of documentation.

The unit applies to any individual reading and interpreting work documents as part of their job role.

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

## Pre-requisite Unit

Not applicable.

## Unit Sector

Generic

## Elements and Performance Criteria

| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| 1. Identify type and purpose of work document | 1.1 | Identify key information relevant to own work in documentation |
| | 1.2 | Locate and evaluate explanatory and additional information needed to interpret document |
| | 1.3 | Seek clarification to confirm the intention of information where necessary |


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| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| 2. Interpret document | 2.1 | Identify and interpret information required for job planning |
| | 2.2 | Identify and interpret design and style features identified by industry-recognised terms in documentation |
| | 2.3 | Compare document design and style features with other sources, based on job needs |
| 3. Plan own work sequence | 3.1 | Identify work sequence, tasks, and required tools and equipment, from documentation |
| | 3.2 | Identify stages of work and where checks against specifications must be made |
| | 3.3 | Check work plan specifications for accuracy against drawings and original documentation and identify and rectify errors |
| 4. Maintain documentation | 4.1 | Handle plans and documents according to workplace procedures |
| | 4.2 | Keep supplementary explanatory documentation and modification information according to workplace procedures |
| | 4.3 | File and store all documentation for easy retrieval and according to workplace procedures |

# Foundation Skills

| This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency. | |
|---|---|
| Numeracy skills to: | • use mathematical ideas and techniques to correctly interpret content of workplace documents |
| Technology skills to: | • use workplace technology to access, file and store workplace documentation |


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# Unit Mapping Information

Release 2. Supersedes and is equivalent MSFGN3001 Read and interpret work documents, (Release 1).

Release 1. New unit of competency Supersedes and is equivalent to LMFGN3001B - Read and interpret work documents.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGN3001 Read and interpret work documents

## Modification History

Release 2. Supersedes and is equivalent MSFGN3001 Read and interpret work documents, (Release 1).

Release 1. New unit of competency Supersedes and is equivalent to LMFGN3001B - Read and interpret work documents.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements, performance criteria, and foundation skills of this unit, which must include the ability to:

- locate, read, and interpret at least ten different work documents, which must include at least one of each of the following:
  - Australian Standards relevant to sector
  - manufacturer technical instructions and specifications
  - real or simulated local work documents, including:
    - building codes required for a project
    - job procedures
    - safe work instructions or equivalent
    - safety data sheets (SDS)
    - visual material and/or photographs
    - work plans
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise information management

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- different types of workplace documentation, both hard copy and digital, their key features and formats:
  - Australian Standards
  - building codes
  - job procedures
  - manufacturer technical instructions and specifications
  - SDS
  - work plans
- conventions and symbols of plans, drawings, and specifications
- workplace procedures for filing and storing documentation



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## Assessment Conditions

Assessment must occur in the workplace, or in a simulated environment that reflects workplace conditions and contingencies.

Access is required to:

- suitable facilities, equipment and resources, including all documentation specified in the Performance Evidence
- modelling of industry operating conditions, including time constraints for document review.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGN3002 Estimate and cost job

## Modification History

Release 3. Supersedes and is equivalent to MSFGN3002 Estimate and cost job (Release 2).

Release 2. Assessment Requirements amended. Supersedes and is equivalent to MSFGN3002 Estimate and cost job (Release 1).

Release 1. New unit of competency. Supersedes and is equivalent to LMFGN3002B - Estimate and cost job.

## Application

This unit of competency describes the skills and knowledge required to obtain job information, estimate the net cost of providing products and services, and calculate the final cost to the customer. It includes developing customer quotations.

The unit applies to workers who cost jobs for individual customers in line with established costing procedures.

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

## Pre-requisite Unit

Not applicable.

## Unit Sector

Generic

## Elements and Performance Criteria

| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| 1. Gather job information | 1.1 | Obtain details of customer requirements in line with job and workplace requirements |
| | 1.2 | Record job specifications based on information gathered |
| | 1.3 | Source and develop details relating to delivery points and methods of transportation |


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| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| 2. Estimate time and labour | 2.1 | Estimate required material types and quantities or service type based on specifications |
| | 2.2 | Estimate labour requirements based on specifications |
| | 2.3 | Identify time requirements to manufacture and/or install product(s), or perform service(s) and estimate other costs that may be incurred based on specifications |
| 3Calculate costs | 3.1 | Calculate and document total cost of providing product or service based on estimates |
| | 3.2 | Determine and document allowances for overheads and mark-up percentages according to workplace procedures |
| | 3.3 | Calculate and document final cost to customer according to workplace procedures |
| 4. Complete final documentation | 4.1 | Check and verify costing details according to workplace procedures |
| | 4.2 | Identify and resolve costing errors or anomalies |
| | 4.3 | Prepare accurate customer quotation according to workplace formats |
| | 4.4 | File and store costing and quotation documentation for future reference according to workplace procedures |

# Foundation Skills

| This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria of this unit of competency. | |
|---|---|
| Technology skills to: | • use calculators and computer software for costings and preparing quotations |


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# Unit Mapping Information

Release 3. Supersedes and is equivalent to MSFGN3002 Estimate and cost job (Release 2).

Release 2. Assessment Requirements amended. Supersedes and is equivalent to MSFGN3002 Estimate and cost job (Release 1).

Release 1. New unit of competency. Supersedes and is equivalent to LMFGN3002B - Estimate and cost job.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGN3002 Estimate and cost job

## Modification History

Release 3. Supersedes and is equivalent to MSFGN3002 Estimate and cost job (Release 2).

Release 2. Text missing from Assessment Requirements reinstated

Release 1. New unit of competency. Supersedes and is equivalent to LMFGN3002B - Estimate and cost job.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements, performance criteria, and foundation skills of this unit, which must include the ability to:

- estimate and cost three different jobs that each have different requirements in terms of:
  - scope and nature of product and/or service
  - labour costs
  - material costs
  - quantities of material required
  - overheads associated with the job
- use the following mathematical processes correctly in estimating and costing the above three jobs:
  - estimation
  - calculation of percentage mark-ups
  - calculation of GST
- use workplace technology related to the estimation and validation of job costs
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- ways in which job information may be gathered, including:
  - on-site inspection and measurement
  - customer discussion
  - review of documentation
- products and/or services for which costings are being prepared, including:
  - sources of information
  - features, options and suitability for different customer requirements
  - legal and ethical considerations


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    - costs involved in providing products/services:
        - materials
        - labour rates and their components
        - production time and cost
        - transport and delivery
        - overhead components
- industry sector and enterprise costing and quoting procedures:
    - mark-up percentages
    - application of GST
    - documentation formats and inclusions for quotations
    - terms and conditions included in quotations
    - checking and approval processes
- workplace procedures and protocols for:
    - establishing information on customer requirements
    - recording job specifications
    - checking and verifying costing details
    - filing and storing costing and quotation documentation
- mathematical processes used to estimate and cost jobs:
    - estimation
    - the four basic mathematical operations: addition, subtraction, multiplication, and division
    - calculation of percentage mark-ups
    - calculation of GST

# Assessment Conditions

Assessment must occur in the workplace, or in a simulated environment that reflects workplace conditions and contingencies.

Access is required to:

- use of suitable facilities, equipment and resources, including:
    - product/service information
    - costing and quotation procedures and documentation
    - technology for calculation of costs
- modelling of industry operating conditions, including time constraints for preparation of costings and quotations.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFGN4001 Research and meet ethical and compliance requirements

## Modification History

Release 1. Supersedes and is not equivalent to MSFFDT2015 Investigate legal requirements for design, and, MSFID4011 Determine work health and safety (WHS) implications of interior effects.

## Application

This unit describes the skills and knowledge required to research and use information that supports ethical and compliant work practice or product specification in the relevant industry. It includes the requirement to be able to maintain currency of knowledge.

This unit applies to any individual whose work involves taking responsibility for determining and following the compliance regimes and ethical frameworks that apply to an area of work. This may include work in design, manufacture and service and/or product provision.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

General

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Research information | 1.1 Identify credible sources of compliance and ethical practice information<br>1.2 Evaluate areas of work and determine scope of requirements<br>1.3 Access and interpret information relevant to the specific area of work<br>1.4 Identify risks, penalties and consequences of non-compliance and |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | unethical approaches<br>1.5 Organise and store gathered information in a format that allows for ongoing use |
| 2. Use information in work practice | 2.1 Recognise work situations where ethical and compliance requirements must be considered<br>2.2 Apply and adapt specific and relevant information to the work situation and maintain accurate work records<br>2.3 Communicate and promote ethical and compliance considerations to clients and colleagues based on the work situation<br>2.4 Recognise actual or potential non-compliance or unethical practice and use effective problem-solving to develop response<br>2.5 Recognise situations requiring specialist expert advice and assess and obtain credible sources of assistance |
| 3. Maintain currency of knowledge | 3.1 Identify and use opportunities to maintain knowledge of current compliance requirements and ethical frameworks<br>3.2 Share updated knowledge with colleagues and clients and support improved practice through discussion<br>3.3 Identify situations where work practices could be improved to meet compliance and ethical responsibilities<br>3.4 Support improved practice through proactive engagement in review and adjustment of processes and protocols |

# Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:

- technology skills to research information using digital media.

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFGN4001 Research and meet ethical and compliance requirements

## Modification History

Release 1. Supersedes and is not equivalent to MSFFDT2015 Investigate legal requirements for design, and, MSFID4011 Determine work health and safety (WHS) implications of interior effects.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- researched, interpreted and used ethical and compliance information to address 3 different work situations or product specifications:
  - used digital research methodologies
  - navigated 3 different information sources, 1 of which must be a government website
- developed compliant and cost-effective responses to 2 different issues of non-compliance and 1 ethical issue.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- sources of information and advice on compliance and ethical practice:
  - local, state, territory or commonwealth government departments or regulatory agencies
  - industry associations
  - Internet
  - legal professionals
  - media
  - unions
- online research methodologies and how to assess the credibility of online sources
- objectives and primary components of laws, codes, standards and licensing requirements that impact on businesses in the furnishing industry, relevant to the individual sector:
  - Australian Consumer Law
  - Australian Standards
  - duty of care imposed by the Law of Torts
  - fundamentals of contract law
  - import / export regulations
  - intellectual property and copyright


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  - National Construction Code
  - sustainability – sourcing and use of materials
  - work health and safety
- the following aspects of the above laws, regulations, codes and standards:
  - auditing and inspection regimes
  - key business insurances
  - key practices that are prohibited
  - main consequences of non-compliance
  - need to apply for and maintain business or occupational licensing
  - requirements for record keeping and acceptable record keeping mechanisms
  - requirements to develop and implement plans, policies and procedures
  - rights and responsibilities of employees and employers
  - statutory reporting requirements
- ethical issues of specific relevance to the furnishing sector, and strategies that support ethical practice, including in the area of sustainability
- the relationship between compliance and ethics
- workplace policies, procedures and protocols:
  - how they are/should be developed
  - processes for review, including consultation and mechanisms for input.
  -

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - information technology for research.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFID1001 Plan the decoration of a simple space

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers planning the decoration of a simple space by selecting the theme, colours, layout and furnishings, resulting in the visual representation of the space through drawings or colour boards.

The unit is suitable for project-related work as part of a VET in Schools program.

It requires the application of employability skills associated with communication and problem solving to develop storyboards, sketches and design concepts, explore decoration concepts with supervisors and document and interpret decoration requirements. Initiative and enterprise and planning and organising skills are required to design space. Learning skills are also required in order to experiment with and develop decoration skills.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify the decoration requirements | 1.1 | Applicable work health and safety (WHS) requirements relevant to decorating a simple space are verified and complied with |
| | | 1.2 | Project brief is reviewed and clarified with supervisor to |


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| | | | |
|---|---|---|---|
| | | | identify decoration requirements |
| | | 1.3 | Resources are selected appropriate to work requirements and checked for operational effectiveness |
| | | 1.4 | Communication requirements for decoration project are identified |
| 2 | Plan the space decoration | 2.1 | Space dimensions and locations of features are measured and recorded |
| | | 2.2 | Sketches and drawings are prepared to illustrate the space |
| | | 2.3 | Plan layout is prepared |
| | | 2.4 | Theme is selected and alternative options provided |
| | | 2.5 | Colours are selected and confirmed |
| | | 2.6 | Supplies necessary to complete the project are selected |
| | | 2.7 | Materials and processes are selected |
| | | 2.8 | Furnishings and other accessories are selected and placement coordinated |
| | | 2.9 | Costing and timeline estimates are compiled and developed into a full project proposal |
| | | 2.10 | Decoration proposal is considered for its environmental qualities |
| 3 | Present decoration proposal | 3.1 | Colour board presentation is made |
| | | 3.2 | Drawings are completed to show layout of decorative components |
| | | 3.3 | Presentation of the design and decoration plan is made |

# 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.


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

**Project brief includes:**

- aims
- objectives
- any design requirements
- image requirements
- function, effect and feel trying to be achieved
- budget
- timelines

**Simple spaces include:**

- a room within a domestic residence, such as:
  - bedroom
  - bathroom
  - kitchen
  - laundry
  - living space
  - multi-purpose room
  - storage room
  - study
  - garage
  - rumpus room
  - media room
  - toilet
  - pantry
  - entertainment area
  - hall
  - workstation


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| | |
|---|---|
| **Sketches and drawings include:** | • hand drawn images or ideation drawings completed freehand<br>• drafted technical drawings<br>• drawings produced on computer using computer-aided design (CAD) software packages |
| **Layout includes:** | • the plan of how a room will be designed and decorated showing the placement of design elements and decorative features, including plans, section elevations and other projections |
| **Themes include:** | • variations of colour ways<br>• furnishing trends<br>• decoration trends |
| **Supplies include:** | • paints<br>• furnishings<br>• decorations<br>• other internal fit-out products |
| **Materials include:** | • solid timber (native and imported)<br>• manufactured timber products<br>• plastic<br>• metal<br>• alloys<br>• stone<br>• glass<br>• textiles<br>• fibreglass<br>• foam<br>• cardboard<br>• paper products<br>• any other manipulable substance |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |

# Unit Mapping Information

Supersedes and is equivalent to LMFID1001A Plan the decoration of a simple space.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFID1001 Plan the decoration of a simple space

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Plan the decoration of a simple space in the designated timeframe effectively applying design elements and principles
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate decoration ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Elements and principles of design
- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements
- Relevant interior decoration problem identification and resolution techniques

## 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


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  - 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 computers, computer software, design software, CAD software, colour boards, storyboards, swatches, Pantone Matching System (PMS), journals (directions magazines), artistic equipment, and products and model making equipment.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFID4012 Decorate residential interiors

## Modification History

Release 1. Supersedes and is equivalent to MSFID4002 Decorate residential interiors.

## Application

This unit describes the skills and knowledge required to analyse the design brief, conduct research and generate and refine decoration concepts for existing residential interior spaces. It includes selecting materials and finishes for surface decoration and arranging the objects and elements within the space.

This unit applies to interior decorators who research, analyse and evaluate information from a wide range of different sources to develop decoration solutions.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Interior Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Analyse the project brief | 1.1 Evaluate project specifications, parameters and constraints, and confirm with client<br>1.2 Select work resources based on the needs of the project<br>1.3 Establish communication with other people involved in the project |
| 2. Conduct research for the design | 2.1 Identify and assess aspects of the space that impact on potential solutions through site analysis and measurement |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 2.2 Identify and assess information for relevance to the project brief<br>2.3 Determine functional and planning issues specific to the site and client requirements<br>2.4 Clearly document research outcomes<br>2.5 Develop a project plan that identifies key steps and responsibilities |
| 3. Generate decoration concepts | 3.1 Use creative methodologies to generate decoration concepts and themes<br>3.2 Assess concepts against the project brief to select most viable solution<br>3.3 Present concept to client using support documentation suited to the scope of the project<br>3.4 Discuss ideas with client and modify concept according to feedback |
| 4. Design the space | 4.1 Generate decoration ideas from the concept<br>4.2 Explore and assess surface materials, finishes and colours for their ability to express the concept<br>4.3 Explore and assess furniture, fixtures, fittings and accessories for their ability to express the concept<br>4.4 Explore and assess the allocation and arrangement of objects within the space<br>4.5 Develop sketches that clearly document the space<br>4.6 Seek client feedback, agree to and record amendments, and revise and refine ideas |
| 5. Revise and refine solution | 5.1 Revise and refine planning through a process of reflection and testing<br>5.2 Select finishes, fittings, fixtures, furniture, materials and accessories appropriate to the concept and brief parameters<br>5.3 Select colour scheme that complements the space and creates the required visual experience<br>5.4 Examine environmental aspects of decoration solution, identify areas for improved sustainability and incorporate in line with brief and client requirements |
| 6. Present decoration | 6.1 Prepare final presentation for the client choosing presentation |


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| Elements | Performance Criteria |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| solution | method, techniques and media suited to the decoration solution<br>6.2 Clearly explain key features and benefits of the solution<br>6.3 Engage client to gain feedback on decoration solution<br>6.4 Analyse client feedback and response to determine success in achieving client satisfaction<br>6.5 Evaluate work through feedback and own reflection, and identify potential improvements for use in future projects |

## Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:

- technology skills to research and present design information using digital media.

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Supersedes and is equivalent to MSFID4002 Decorate residential interiors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFID4012 Decorate residential interiors

## Modification History

Release 1. Supersedes and is equivalent to MSFID4002 Decorate residential interiors.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- developed and presented decoration proposals that meet the requirements of the project brief for 3 interior residential spaces, one of which must comprise multiple rooms.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- key purpose and relevance of Australian Standards and the National Construction Code (NCC) to interior decoration work
- mathematical procedures for estimation and measurement
- type and scope of client and/or project brief that informs interior decoration:
  - budget
  - client preferences
  - aesthetic and functional requirements
  - site characteristics
  - timeline
- types and features of resources that support the provision of design advice, and how they are used, including:
  - research tools and techniques
  - product tools
  - communication tools
- elements and principles of design, their interrelationships, and how they are used in interior decoration
- potential areas for research in an interior decoration project, sources of information and key aspects that impact solutions, including:
  - ergonomics, anthropometrics and proxemics
  - environmental considerations
  - product information:
    - accessories
    - floor finishes


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    - furniture
    - lighting
    - soft furnishings
    - wall finishes
    - window treatments
- design process, key stages and associated planning techniques
- creative design methodologies and how they can be used
- types and features of drawings and other visual presentation techniques used to present interior decoration solutions
- sketching techniques sufficient to represent key elements of interior space.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - design briefs
    - spaces for decoration
    - measuring equipment
    - information technology for research and design presentation.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFID4013 Design residential interior lighting

## Modification History

Release 1. Supersedes and is not equivalent to MSFID4008 Assess interior light and recommend light fittings.

## Application

This unit describes the skills and knowledge required to assess natural light and determine supplementary lighting requirements in an existing residential interior space and design lighting for that space.

This unit applies to interior decorators and designers. They analyse and compare information from diverse sources to inform a design solution.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Interpret lighting requirements | 1.1 Evaluate project specifications, parameters and constraints, and confirm with client<br>1.2 Determine intended space functions and associated activities and desired effects<br>1.3 Select work resources based on the needs of the project<br>1.4 Identify key project stakeholders and establish required |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | communication protocols |
| 2. Assess existing orientation and natural light | 2.1 Determine natural light and ultraviolet (UV) penetration from site analysis<br>2.2 Determine aspect and orientation from project brief and building plans<br>2.3 Examine window treatments and placement for their efficiency in controlling light<br>2.4 Review selection of colours for walls, ceilings, furnishings and wall hangings for their effect on raising or lowering the effect of light into the space<br>2.5 Assess methods of site light control and light control devices for their effect on natural light. |
| 3. Determine supplementary lighting requirements | 3.1 Identify and assess supplementary lighting sources and their potential to achieve the desired lighting effects<br>3.2 Research and assess the ongoing maintenance and environmental impact of potential supplementary lighting<br>3.3 Identify actual and potential location for supplementary lighting and determine required changes to achieve desired outcomes<br>3.4 Analyse effect of supplementary lighting on the existing or proposed colour spectrum |
| 4. Generate lighting concepts | 4.1 Use creative methodologies to generate lighting concepts and themes<br>4.2 Assess concepts against the project brief to select most viable solution<br>4.3 Present concept to client using support documentation suited to the scope of the project<br>4.4 Discuss ideas with client and modify concept according to feedback<br>4.5 Select lighting options that meet industry standards and accurately document specifications |
| 5. Revise and refine solution | 5.1 Revise and refine lighting concepts through a process of reflection and testing<br>5.2 Examine environmental aspects of lighting solution and identify and integrate options for improved sustainability |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 5.3 Research and select appropriate lighting options that meet industry standards<br>5.4 Select the final lighting design that best meets the requirements of the brief |
| 6. Present lighting solution | 6.1 Document lighting solution using industry symbols and conventions for all fittings and components<br>6.2 Relate selection of light fittings to layout, including furniture, ceiling forms and natural light<br>6.3 Develop and document comprehensive schedule for lighting design<br>6.4 Present lighting solution and clearly explain key features and benefits<br>6.5 Analyse client feedback and response to determine success in achieving client satisfaction<br>6.6 Evaluate work through feedback and own reflection, and identify potential improvements for use in future projects |

# Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:

- technology skills to research lighting information and document the lighting solution using digital media.

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFID4013 Design residential interior lighting

## Modification History

Release 1. Supersedes and is not equivalent to MSFID4008 Assess interior light and recommend light fittings.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and:

- designed and documented lighting solutions for residential spaces in response to 3 project briefs with varying parameters in terms of:
  - space aspect and orientation
  - type of space
  - different moods or atmospheres to be achieved
  - different activities to be addressed
  - budget.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- type and scope of client and/or project brief information needed to inform research and recommendation:
  - budget
  - client preferences
  - aesthetic and functional requirements
  - site characteristics – size, shape, services, structural considerations
  - timeline
- types and features of resources that support the provision of design advice, and how they are used, including:
  - research tools and techniques
  - product tools
  - communication tools
- mathematical procedures for estimation, measurement and calculation of costings
- basic light characteristics:
  - natural
  - UV
  - interaction between colour and light


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- how aspect and orientation impact light and lighting selection
- supplementary lighting:
  - effects on the colour spectrum
  - special effects that can be achieved
  - technical terminology
- sources of information on lighting products and devices
- types, characteristics, uses and limitations of different lighting products and devices in different spaces
- switching options and requirements
- features and effects of different lighting devices:
  - bulb types
  - ceiling lights
  - flood lights
  - lamps
  - spot lights
  - wall lights
- methods of light control and their uses in different situations
- how furnishing selections impact light in an interior space
- the relationship between lighting and key parameters for:
  - atmosphere and mood
  - activities undertaken in the space
- how to identify basic aspects of electricity board that may impact lighting choices:
  - age of board
  - number of circuits
  - safety switches
  - signs of rewiring
- Australian lighting standards and drawing conventions for lighting formats.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - design briefs
  - sites for lighting
  - measuring equipment
  - information technology for research and design presentation.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFID4014 Produce digital models and documentation for interior design projects

## Modification History

Release 1. Supersedes and is equivalent to MSFID5014 Use CAD applications to complete models and documentation for interior design projects.

## Application

This unit describes the skills and knowledge required to review information about the design brief and proposed solution, and then use the features of computer-aided design (CAD) applications to produce models and extract two dimensional (2D) and three dimensional (3D) drawings and documentation in accordance with all standard practice notations and drawing protocols.

This unit applies to interior designers, including kitchen and bathroom designers.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Determine project requirements | 1.1 Review and confirm project brief and its parameters<br>1.2 Identify drawing and documentation requirements based on examination of design concepts and proposed solutions<br>1.3 Confirm and check calculations and measurements for accuracy and cohesion<br>1.4 Select and prepare computing equipment and suitable software for use based on the project needs |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.5 Create customised template in accordance with individual workplace requirements |
| 2. Produce 3D model and documentation | 2.1 Design, create and apply layering strategy for project<br>2.2 Develop architectural library for relevant design components<br>2.3 Create custom designed library parts in accordance with operating system<br>2.4 Apply text, line, font and dimension styles<br>2.5 Use pan, zoom and orbit tools to navigate in the 2D and 3D windows within the model<br>2.6 Add text and notations to the drawing in accordance with drawing protocols<br>2.7 Add dimensions to the drawing in accordance with drawing protocols<br>2.8 Produce 3D detailed suite of rooms, complete with fenestration and doors on appropriate layers<br>2.9 Use advanced features of drawing tools to generate 3D form |
| 3. Create 2D drawings and edit components | 3.1 Create drawings from the model created<br>3.2 Use editing tools correctly to modify drawing elements and text<br>3.3 Modify, change or transfer object properties to a different layer |
| 4. Render surfaces | 4.1 Use CAD library to assign materials to surfaces and objects of the model<br>4.2 Explore and create new material surfaces that supplement library of materials<br>4.3 Edit texture, transparency, luminescence and patterns to achieve desired surface effects using shade settings<br>4.4 Include light fixtures in model and adjust parameters to achieve desired effects |
| 5. Create and edit 3D views of the model | 5.1 Create isometric, two and three point perspective views using a range of camera settings and rendering techniques<br>5.2 Reposition camera or target to provide alternate views using a variety of camera techniques<br>5.3 Create effect of natural and artificial lighting in 3D space to achieve photo realistic awareness of the 3D model and the effect of |


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| Elements | Performance Criteria |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | light on surfaces<br>5.4 Examine rendering time considerations to achieve specific output. |
| 6. Plot and print for final presentations | 6.1 Save perspective views and make appropriate for final media presentation<br>6.2 Save appropriate views to meet requirements of brief<br>6.3 Create page layout for plotting and printing<br>6.4 Prepare page layout using saved views and documentation<br>6.5 Plot 2D documentation with appropriate line weights<br>6.6 Prepare slide show presentation using saved views and documentation |
| 7. Save and back up files | 7.1 Create folders and files in logical structure to store drawing projects<br>7.2 Save and file drawings to allow easy access according to workplace documentation system<br>7.3 Identify and compare appropriate techniques for reducing file size<br>7.4 Back-up copies of files in accordance with organisation procedures |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFID5014 Use CAD applications to complete models and documentation for interior design projects.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFID4014 Produce digital models and documentation for interior design projects

## Modification History

Release 1. Supersedes and is equivalent to MSFID5014 Use CAD applications to complete models and documentation for interior design projects.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- designed and produced the following in accordance with the design concept and/or solution and the drafting and drawing protocols required by Australian Standards and the National Construction Code (NCC)
  - 2 sets of orthographic drawings comprising:
    - plans
    - elevations
    - sections
    - services
  - 2 3D perspective drawings.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for working with scale
- types of CAD equipment and procedures for their safe use, operation and maintenance
- CAD applications and their features, uses and limitations including those related to:
  - different views
  - layering
  - editing
  - rendering
- drafting and drawing codes and practices relevant to interiors including those for abbreviations
- 2D and 3D drawing techniques
- documentation control procedures
- types of challenges that occur using CAD, and how to avoid and respond.
-



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# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - design information for documentation
  - information technology hardware
  - CAD software.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFID4015 Prepare materials and finishes boards for client presentation

## Modification History

Release 1. Supersedes and is equivalent to MSFID4003 Prepare a materials board for client presentation.

## Application

This unit describes the skills and knowledge required to identify presentation requirements and prepare materials or sample board for client presentation for interior decoration and design projects. The materials board includes visual demonstration of colour, materials, samples, finishes and textiles used in the decoration and design project.

This unit applies to interior decorators and designers.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify presentation requirements from project brief | 1.1 Review project brief to determine presentation requirements<br>1.2 Confirm parameters for the project with client<br>1.3 Select work resources based on project requirements<br>1.4 Assess and interpret all required information to inform the presentation process |
| 2. Prepare boards | 2.1 Obtain substrate in the selected colour and cut to the desired size<br>2.2 Gather and prepare visual information in accordance with the design theme and project brief<br>2.3 Gather products, materials and accessories and prepare selected |


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| Elements | Performance Criteria |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | items<br>2.4 Compose and arrange material and sample board components<br>2.5 Label fixtures or compile a legend that translates the parts and colours |
| 3. Prepare for client presentation | 3.1 Develop and prepare presentation methodology suited to the audience<br>3.2 Make board presentation to the client to sell the attributes of the design solution<br>3.3 Support presentation of materials board information with multimedia and computer-based strategies |

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Supersedes and is equivalent to MSFID4003 Prepare a materials board for client presentation.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFID4015 Prepare materials and finishes boards for client presentation

## Modification History

Release 1. Supersedes and is equivalent to MSFID4003 Prepare a materials board for client presentation.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- prepared materials and finishes boards for 3 different decoration or design solutions.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- elements and principles of design, their interrelationships, and how they are used in interior decoration
- purpose and typical components of a materials and finishes board
- how to construct a materials board:
  - types of materials available for substrate
  - ways of organising the board for maximum effect
  - fixing methods for different components
- visual presentation methods and tools for supporting a materials board, including digital options
- psychology of colours.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - design briefs
  - physical materials and samples for boards.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.



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# MSFID4016 Design colour schemes for interior and exterior spaces

## Modification History

Release 1. Supersedes and is not equivalent to MSFID4001 Research, analyse and apply colour for interior spaces.

## Application

This unit describes the skills and knowledge required to assess colour requirements, research and experiment with different colour options and create preferred colour schemes for presentation to the client.

This unit applies to interior decorators and designers.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Assess colour requirements for the project | 1.1 Evaluate project specifications, parameters and constraints, and confirm with client<br>1.2 Select work resources based on the needs of the project<br>1.3 Identify and assess the space, its light and continuing colours for impact on potential solutions<br>1.4 Identify key project stakeholders and establish required communication protocols |
| 2. Research colour schemes for interiors | 2.1 Research and analyse colour psychology in accordance with the needs of the project |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 2.2 Research and analyse cultural and historical influences on colour to inform the needs of the project<br>2.3 Research and compile information on the impact of specific colours on the interior space |
| 3. Explore colour schemes | 3.1 Use colour wheels to mix and match alternative colour schemes to determine suitability of colours to a space<br>3.2 Explore the use of additive and subtractive colour mixing to inform colour selections<br>3.3 Explore and test colour systems and colour combinations and/or juxtapositions against the brief<br>3.4 Assess effect of light against the impact of colours being proposed for use<br>3.5 Assess visual perception of colours in accordance with the project brief<br>3.6 Match samples using colour mixing techniques<br>3.7 Evaluate colour effect perceptions by use of light to mix and throw coloured light onto surfaces<br>3.8 Ascertain contrast and harmony of colours through selection of colours in accordance with the project brief |
| 4. Finalise and present colour scheme | 4.1 Choose final selection of colours based on exploration and key objectives of the project brief<br>4.2 Prepare a visual representation that communicates the key aspects of the preferred solution using rendering media suited to the project<br>4.3 Present recommendations in a format and level of detail suited to the client and scope of the project<br>4.4 Seek client feedback on the proposed solution<br>4.5 Make adjustments to the final design solution based on feedback<br>4.6 Accurately document selection specifications |

# Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:


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- technology skills to research colour information using digital media.

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFID4016 Design colour schemes for interior and exterior spaces

## Modification History

Release 1. Supersedes and is not equivalent to MSFID4001 Research, analyse and apply colour for interior spaces.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- developed and presented colour schemes in response to 3 different design briefs that individually or cumulatively involve both interiors and exteriors:
  - developed samples to represent colour mixing, matching, combinations and effects
  - visually presented colour schemes using rendering and other techniques to illustrate how ideas meet overall project requirements.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- research sources for information about colour, including current trends
- elements and principles of design
- design process and how ideas progress
- terminology of colour
- colour wheels and how they are used in interior decoration and design
- cultural and historical influences of colour
- colour systems and theories
- colour psychology influences
- use of colour in different types of interior spaces
- processes for additive and subtractive colour mixing
- effects of natural and artificial light on colour and finish types
- types of rendering media and how they are used.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - design briefs



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- information technology for research
- colour wheels.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

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# MSFID4017 Research and recommend furniture and accessories

## Modification History

Release 1. Supersedes and is equivalent to MSFID4004 Research and recommend furniture and accessories.

## Application

This unit describes the skills and knowledge required to determine decoration requirements, research product options and make recommendations for loose furniture and accessories.

This unit applies to individuals providing advice in a retail, consulting or design studio environment. They analyse and compare product information from a wide range of sources to develop a design solution.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Determine project requirements | 1.1 Evaluate project specifications, parameters and constraints, and confirm with client<br>1.2 Identify and assess aspects of the space that impact on potential solutions<br>1.3 Identify key project stakeholders and establish required communication protocols |
| 2. Research furniture and accessories options | 2.1 Source and assess style options that match the brief<br>2.2 Analyse and review intended use against functional features of different products |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 2.3 Consider and investigate new technologies for manufacturing and maintaining furniture and accessories<br>2.4 Consider and investigate relevant anthropometrics, ergonomics and spatial relationships<br>2.5 Analyse and evaluate product properties for their suitability and sustainability<br>2.6 Source and compare information about costs and availability against the project brief |
| 3. Refine ideas and select preferred solution | 3.1 Explore, integrate and refine different options through a process of reflection and testing<br>3.2 Choose a preferred solution based on research findings and the key objectives of the project brief<br>3.3 Prepare a visual representation that communicates the key aspects of the preferred solution |
| 4. Make recommendations to client | 4.1 Present recommendations in a format and level of detail suited to the client and scope of the project<br>4.2 Clearly articulate rationale for the chosen solution and present to the client<br>4.3 Provide cost estimates associated with purchasing and obtaining the furniture and accessories to the client<br>4.4 Seek client feedback on the proposed solution<br>4.5 Base adjustments made to the final design solution on feedback |

# Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:

- technology skills to research product options and present recommendations using digital media.

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

Supersedes and is equivalent to MSFID4004 Research and recommend furniture and accessories.

# Links

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# Assessment Requirements for MSFID4017 Research and recommend furniture and accessories

## Modification History

Release 1. Supersedes and is equivalent to MSFID4004 Research and recommend furniture and accessories.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- researched and presented furniture and accessories solutions in response to different project briefs that individually or cumulatively require solutions for:
  - 3 different rooms
  - differing client requirements in terms of:
    - budget
    - style
    - product sustainability.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- legal and ethical considerations for the provision of product advice, including:
  - individual worker responsibilities under Australian consumer law
  - environmental impact of product lifecycle
  - social responsibility of product
  - universally accessible design considerations
- type and scope of client and/or project brief information needed to inform research and recommendation:
  - budget
  - client preferences
  - aesthetic and functional requirements:
  - site characteristics
  - timeline
- mathematical procedures for estimation and measurement
- how different aspects of space impact on potential solutions, including:
  - colour
  - size
  - shape


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    - level of light
    - structural features
    - environmental conditions (humidity)
- types and features of resources that support the provision of design advice, and how they are used, including:
    - research tools
    - product tools
    - communication tools
- sources of information on furniture and accessories, including:
    - how to access information
    - ways to interrogate and distil information
- features of different furniture and accessory types and styles, used in different spaces, including:
    - bathrooms
    - bedrooms
    - kitchens
    - laundries
    - living and entertainment areas
    - offices
    - reception areas and/or hallways
- current and emerging manufacturing technologies for furniture and accessories
- properties of furniture and accessories and how these inform recommendations:
    - construction, composition and materials, including tactile nature of products
    - finishes
    - maintenance requirements
    - quality
    - safety – flammability, fixing requirements
    - sustainability – sourcing, production, longevity, recycling or end of life disposal
- basic aspects of ergonomics, anthropometric and proxemic values
- elements and principles of design, their interrelationships, and how they are used in interior decoration
- different ways of creating visual representations for design solutions.

# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - design briefs
    - information technology for research and design presentation.


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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFID4018 Research and recommend hard materials and finishes for interiors

## Modification History

Release 1. Supersedes and is equivalent to MSFID4006 Research and recommend hard materials and finishes for interiors.

## Application

This unit describes the skills and knowledge required to determine design and decoration requirements, research product options and make recommendations for hard materials and finishes.

This unit applies to individuals providing advice in a retail, consulting or design studio environment. They analyse and compare product information from a wide range of sources to develop a design solution.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Determine project requirements | 1.1 Review and clarify project brief with client<br>1.2 Confirm and evaluate parameters and constraints<br>1.3 Select work resources based on the needs of the project<br>1.4 Identify and assess aspects of the space that impact on potential solutions<br>1.5 Identify key project stakeholders and establish required communication protocols |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Research material and finish options | 2.1 Select materials and finishes that match the brief and are suited to aesthetic nature of the space<br>2.2 Analyse and review intended use against functional features of different products<br>2.3 Consider and investigate new hard materials and finish technologies<br>2.4 Analyse and evaluate product properties for their safety, suitability and sustainability<br>2.5 Identify application issues in terms of available expertise<br>2.6 Source and compare information about costs and availability against the project brief |
| 3. Refine ideas and select preferred solution | 3.1 Explore, integrate and refine different options through a process of reflection and testing<br>3.2 Choose a preferred solution based on research findings and the key objectives of the project brief<br>3.3 Prepare a visual representation that communicates the key aspects of the preferred solution |
| 4. Make recommendations to client | 4.1 Present recommendations in a format and level of detail suited to the client and scope of the project<br>4.2 Clearly articulate rationale for the chosen solution and present to the client<br>4.3 Provide realistic cost estimates associated with recommendations<br>4.4 Seek client feedback on the proposed solution<br>4.5 Base adjustments made to the final design solution on feedback |

# Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:

- technology skills to research product options and present recommendations using digital media.

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

Supersedes and is equivalent to MSFID4006 Research and recommend hard materials and finishes for interiors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFID4018 Research and recommend hard materials and finishes for interiors

## Modification History

Release 1. Supersedes and is equivalent to MSFID4006 Research and recommend hard materials and finishes for interiors.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- researched and presented recommendations for hard materials and finishes in response to different project briefs that individually or cumulatively require solutions for:
  - 3 different spaces
  - differing client requirements in terms of:
    - budget
    - style.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- legal and ethical considerations for the provision of product advice, including:
  - individual worker responsibilities under Australian consumer law
  - environmental impact of product lifecycle
  - social responsibility of product
  - universally accessible design considerations
- type and scope of client and/or project brief information needed to inform research and recommendation:
  - budget
  - client preferences
  - aesthetic and functional requirements
  - site characteristics
  - timeline
- mathematical procedures for estimation and measurement
- how different aspects of space impact on potential solutions, including:
  - colour
  - size
  - shape
  - level of light


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    - structural features
- types and features of resources that support the provision of design advice, and how they are used, including:
    - research tools
    - product tools
    - communication tools
- sources of information on hard materials and finishes, including:
    - how to access information
    - ways to interrogate and distil information
- features of different hard materials and finishes used in different spaces, including:
    - bathrooms
    - bedrooms
    - external areas
    - kitchens
    - laundries
    - living and entertainment areas
    - offices
    - reception areas and/or hallways
- current and emerging manufacturing technologies for hard materials and finishes
- properties of hard materials and finishes and how these inform recommendations:
    - aesthetics
    - application methods
    - construction, composition and materials, including tactile nature of products and finishes
    - maintenance requirements
    - quality
    - safety – application, flammability, fixing requirements
    - sustainability – sourcing, production, longevity, recycling or end of life disposal
- elements and principles of design, their interrelationships, and how they are used in interior decoration or design
- different ways of creating visual representations for design solutions.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - design briefs
    - information technology for research and design presentation.


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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFID4019 Research interior decoration and design influences

## Modification History

Release 1. Supersedes and is not equivalent to MSFID4009 Research architectural styles and movements, and, MSFID4010 Research interior decoration and design influences.

## Application

This unit describes the skills and knowledge required to research and analyse significant influences on contemporary and historical interior decoration and design movements to inform current and future work. It includes the requirement to maintain currency of knowledge around emerging trends.

This unit applies to interior decorators and designers. They analyse and compare information from diverse sources to inform work practice.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Interior Design.

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Plan research | 1.1 Clearly define research objectives based on work needs<br>1.2 Evaluate and select formal and informal research methods based on their potential to meet the research objective<br>1.3 Identify and locate relevant and credible sources of information on interior decoration and design influences |
| 2. Gather and analyse information on interior decoration and design | 2.1 Identify and investigate information on key influences on the development of design movements, styles and practices |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| influences | 2.2 Gather information using a systematic approach<br>2.3 Establish relevance of information according to research objectives<br>2.4 Compare and contrast different information sources and extract key information<br>2.5 Organise and compile research materials and results of the research in a manner that facilitates future use and reference |
| 3. Maintain currency with design and decoration movements and styles | 3.1 Regularly check research sources and compiled information for usefulness in informing decoration and design projects<br>3.2 Analyse current and emerging cultural, economic and environmental influences on architecture for impact and usefulness in future projects<br>3.3 Identify and pursue opportunities to update and expand own knowledge<br>3.4 Incorporate findings from research into design projects based on project needs |

# Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:

- technology skills to use digital research and compile and maintain research findings.

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFID4019 Research interior decoration and design influences

## Modification History

Release 1. Supersedes and is not equivalent to MSFID4009 Research architectural styles and movements, and, MSFID4010 Research interior decoration and design influences.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- researched and collated or documented key aspects of information on all of the following:
  - significant historical influences on interior decoration and design, including different architectural movements and styles, and significant individuals
  - changes in decoration and design trends and philosophy over time
  - current and emerging decoration and design trends that impact design practice.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- credible sources of information on interior decoration and design, and the type of information they can provide
- types of research techniques, both formal and informal used to research a range of design and decoration movements and styles that assist with informing current design practices
- how to effectively analyse design elements and principles
- ways to assess the validity and credibility of information sources
- accurate referencing of information sources
- significant impacts on the historical and contemporary development of interior design and decoration, including:
  - individuals
  - architectural movements and relationship between architecture and interior decoration and design
  - how architecture uses space, light and material to affect mood
  - environmental
  - social and cultural
  - economic
- processes that support the analysis of information and how to use them, including:
  - comparing
  - contrasting
  - reflecting


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  - distinguishing relevant from irrelevant
- ways to collate and/or document research information to facilitate future use.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - information technology for research.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFID4020 Research and integrate embedded technologies in interior designs

## Modification History

Release 1. New unit.

## Application

This unit describes the skills and knowledge required to determine technology requirements, research products, make recommendations and present requirements appropriately on design documentation.

This unit applies to interior designers, including kitchen and bathroom designers. They analyse and compare product information from a wide range of different sources to develop a design solution.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Determine project requirements | 1.1 Evaluate project specifications, parameters and constraints, and confirm with client<br>1.2 Select work resources based on the needs of the project<br>1.3 Identify key project stakeholders and establish required communication protocols |
| 2. Research options for embedded technologies | 2.1 Identify credible sources of information on proposed technologies<br>2.2 Analyse intended use and review against functional features of different products |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 2.3 Analyse and evaluate product properties for their suitability and compliance with Australian Standards<br>2.4 Source information about costs and availability and compare against the project brief<br>2.5 Identify and integrate potential sustainability features or issues into the research process |
| 3. Refine ideas and select preferred solution | 3.1 Explore and refine different options for integrating technology into the space through a process of reflection and testing<br>3.2 Choose a preferred solution based on research findings and the key objectives of the project brief<br>3.3 Present recommendations in a format and level of detail that suits the client and scope of the project<br>3.4 Clearly articulate and present rationale for the chosen solution to the client<br>3.5 Seek client feedback on the proposed solution and make adjustments accordingly |
| 4. Develop design specifications | 4.1 Develop documentation detailing information about embedded technologies required for installation using appropriate drawing protocols<br>4.2 Provide an evidence-based estimate for embedded technologies purchase and installation<br>4.3 Present the completed design documentation and costing in a professional format. |

# Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:

- technology skills to use digital research and create documents.

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFID4020 Research and integrate embedded technologies in interior designs

## Modification History

Release 1. New unit.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- researched and integrated embedded technologies in response to 3 different project briefs that individually or cumulatively require solutions for:
  - automation
  - appliance integration.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- legal and ethical considerations for the provision of design advice on embedded technologies, including:
  - individual worker responsibilities under Australian consumer law
  - compliance requirements for products recommended
  - installation requirements as per National Construction Code (NCC) and relevant licensing regimes
- type and scope of client / project brief information needed to inform research and recommendation:
  - budget
  - aesthetic and functional client preferences
  - site characteristics
  - timeline
- types and features of resources that support the provision of design advice, and how they are used, including:
  - research tools
  - product tools
  - communication tools
- sources of credible information on embedded technologies, including:
  - how to access
  - ways to interrogate and identify and distil information
  - how to distinguish reputable products


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- availability and features of current and emerging embedded technologies used in different interior spaces, including those related to:
  - appliances
  - automated drawers and doors
  - counter tops
  - computer screens
  - lifting systems
  - lighting systems
  - sound systems
  - switch glass
  - window furnishings
- factors for consideration in selecting embedded technologies:
  - accessibility
  - compatibilities from safety perspective
  - compliance with Australian Standards
  - privacy
  - security
  - service requirements and availability of servicing
- considerations and limitations for embedding technologies in different cabinetry and interior spaces
- installation requirements for different types of embedded technologies, including who is able to install different types of technologies
- how to specify embedded technologies on design documentation.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - design briefs
  - information technology for research and design presentation.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFID4021 Design soft furnishing solutions for interior spaces

## Modification History

Release 1. Supersedes and is not equivalent to MSFID4005 Research and recommend soft furnishings for interiors, and, MSFID5011 Specify soft furnishings for complete interior solution.

## Application

This unit describes the skills and knowledge required to determine soft furnishing requirements, research and refine options and present a design solution to the client.

This unit applies to individuals providing advice in a retail, consulting or design studio environment. They analyse and compare product information from a wide range of different sources to develop a design solution.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Determine project requirements | 1.1 Evaluate project specifications, parameters and constraints, and confirm with client<br>1.2 Select work resources based on the needs of the project<br>1.3 Identify and assess aspects of the space that impact on potential solutions<br>1.4 Take and document accurate measurements of floors, furniture, and window openings<br>1.5 Collect and develop visual aids of all existing and continuing |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | structures, furniture and furnishings that inform the project<br>1.6 Establish communication with other people involved in the project |
| 2. Research soft furnishing options | 2.1 Source and assess style designs that match the brief in regards to form and function<br>2.2 Source and assess fabrics, trims and/or componentry options that match the brief<br>2.3 Research, assess and consider visual and tactile characteristics of different products<br>2.4 Analyse and review intended use against functional and technical features of different products<br>2.5 Consider and investigate new technologies and innovations for their application to the brief<br>2.6 Analyse and evaluate product properties for their suitability<br>2.7 Identify and consider installation constraints<br>2.8 Source and compare information about costs and availability against the project brief<br>2.9 Identify and integrate potential sustainability features or issues into the research process |
| 3. Refine ideas and select preferred solution | 3.1 Explore, integrate and refine different options through a process of reflection and testing<br>3.2 Choose a preferred solution that includes fabrics, furnishings and fixing technologies based on research findings and the key objectives of the project brief<br>3.3 Prepare a visual representation that communicates the key aspects of the preferred solution |
| 4. Make recommendation to client | 4.1 Present recommendations in a format and level of detail suited to the client and scope of the project<br>4.2 Clearly articulate rationale for the chosen solution and present to the client<br>4.3 Provide documented product specifications and cost estimates associated with sourcing, manufacturing and installation of the soft furnishings to the client<br>4.4 Seek client feedback on the proposed solution<br>4.5 Make adjustments to the final design solution based on feedback |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 4.6 Evaluate work through feedback and own reflection, and identify potential improvements for use in future projects |

## Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:

- technology skills to research and present design information using digital media.

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFID4021 Design soft furnishing solutions for interior spaces

## Modification History

Release 1. Supersedes and is not equivalent to MSFID4005 Research and recommend soft furnishings for interiors, and, MSFID5011 Specify soft furnishings for complete interior solution.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- designed and presented soft furnishing solutions in response to 3 different project briefs that individually or cumulatively require solutions for the following, with at least 1 project requiring the integration of all three:
  - soft furnishings
  - soft floor coverings
  - decorative solutions for windows and openings
- designed solutions for different client requirements in terms of:
  - budget
  - style.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- legal and ethical considerations for the provision of product advice, including:
  - individual worker responsibilities under Australian consumer law
  - environmental impact of product lifecycle
  - social responsibility of product lifecycle
  - universally accessible design considerations
- type and scope of client and/or project brief information needed to inform research and recommendation:
  - budget
  - client preferences
  - aesthetic and functional requirements
  - site characteristics
  - timeline
- mathematical procedures for estimation and measurement


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- how different aspects of space impact on potential solutions, including:
  - colour
  - level of light
  - positioning
  - size
  - shape
  - structural features
- types and features of resources that support the provision of design advice, and how they are used, including:
  - research tools
  - product tools
  - communication tools
- sources of information on soft furnishings, including:
  - how to access
  - ways to identify, interrogate and distil information
- features of different soft furnishing types and styles, used in different spaces, and properties of materials, including how pattern repeats affect material use, trimmings and componentry used, including those for:
  - bedding treatments
  - cushions
  - floor coverings –carpet, hard finishes, rugs
  - lampshades
  - trimmings
  - upholstery
  - walls
  - window coverings, including how pattern repeats affect material use
- current and emerging manufacturing technologies for soft furnishings
- factors about the properties of soft furnishings and how these inform recommendations:
  - level of insulation and/or acoustic properties
  - level of light control
  - construction, composition and materials, including tactile nature of products
  - fibre composition and attributes of fabrics, linings and fills
  - installation considerations and availability of expertise
  - quality
  - safety – flammability, fixing requirements
  - sustainability
  - textile use – standards and testing methods/scores
  - maintenance and/or cleaning requirements
  - useable width of fabric, including pattern repeats, wide width, continuous, multi directional, railroaded


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- human interaction and/or use of soft furnishings
- current and emerging trends in window treatments and options:
  - fabric requirements
  - fixing technologies
  - types of openings
- basic aspects of ergonomics, anthropometric and proxemic values
- elements and principles of design, their interrelationships, and how they are used in interior decoration
- different ways of creating visual representations for design solutions.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - design briefs
  - spaces for decoration
  - measuring equipment
  - information technology for research and design presentation.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFID4022 Prepare quotation and contract documentation for design projects

## Modification History

Release 1. Supersedes and is not equivalent to MSFID4006 Prepare quotation and contact documentation for design projects.

## Application

This unit describes the skills and knowledge required to identify design costs and prepare quotation and contract documentation for client agreement. It does not include costings related to the realisation of the design.

This unit applies to designers.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Determine design costs | 1.1 Assess design outcomes from review of design brief<br>1.2 Explore requirements with client using open questioning and discussion<br>1.3 Identify factors and complexities that affect the scope of design services<br>1.4 Identify and obtain information needed from others involved in the project<br>1.5 Accurately calculate design costs based on current rates and outcomes of brief review and customer discussions |


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| Elements | Performance Criteria |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Prepare and present quotation | 2.1 Itemise and accurately detail inclusions on documentation<br>2.2 Identify and include information to support quotation<br>2.3 Present quote to the client and discuss to confirm agreement on inclusions<br>2.4 Modify and finalise quote based on client response<br>2.5 Obtain and document client agreement to the quote |
| 3. Prepare and present contract documentation | 3.1 Select contract format based on the scope of the design project, business protocols and legal requirements<br>3.2 Identify and action the need for specialist legal expertise based on the project nature and scope<br>3.3 Note inclusions, costs and parameters of design services in the contract documents<br>3.4 Develop and accurately document terms and conditions |

# Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:

- technology skills to prepare and present quotations and associated documentation using digital media.

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFID4022 Prepare quotation and contract documentation for design projects

## Modification History

Release 1. Supersedes and is not equivalent to MSFID4006 Prepare quotation and contact documentation for design projects.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- prepared quotations and contract documentation for 3 different design projects.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- key components of contract law at an overview level:
  - terms and obligations of contract
  - methods of contractual agreement
  - exclusion clauses
  - dispute resolution clause
  - termination of contracts
- how to determine scope of design services required from a project brief and client information, and how different factors typically impact costs:
  - design complexity
  - level of customer certainty about preferences
  - desired number and nature of concepts for development
  - amount of consultation required with client and other suppliers
- ways that design services are costed
- design quotation presentation and inclusions
- types of additional information that may be included in quotations:
  - quotes from suppliers
  - promotional information
- features and inclusions of design contracts
- legal obligations of designers
- mathematical procedures for estimation and costing, including application of goods and services tax (GST).


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# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - design briefs
  - information technology for document creation.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFID5016 Develop decoration proposals for complex sites

## Modification History

Release 1. Supersedes and is equivalent to MSFID5002 Develop a decoration proposal for a complex site.

## Application

This unit describes the skills and knowledge required to analyse the project brief, research options, and develop decoration proposals for high-end residential or commercial interior spaces, that include multiple usage areas and require multiple interrelated decoration themes.

This unit applies to interior decorators. They analyse and compare information from a wide range of different sources to develop and plan integrated decoration solutions.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Analyse the project brief | 1.1 Evaluate project specifications, parameters and constraints, and confirm with client<br>1.2 Select work resources based on project needs<br>1.3 Identify key project stakeholders and establish required communication protocols |
| 2. Conduct project | 2.1 Identify and assess aspects of the space that impact on potential |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| research | solutions through site analysis and measurement<br>2.2 Identify, assess and analyse information for relevance to the project brief<br>2.3 Determine functional and planning issues specific to the site and client requirements<br>2.4 Clearly document research outcomes<br>2.5 Develop a project plan that identifies key steps and responsibilities |
| 3 Generate decorative themes and concepts | 3.1 Generate multiple ideas that are sympathetic to the project brief<br>3.2 Explore, integrate and refine different options through a process of reflection and testing<br>3.3 Translate ideas into two and three dimensional (2D and 3D) space resolution using a range of techniques and media<br>3.4 Test viability of interrelated ideas in a holistic way<br>3.5 Present themes and concepts to the client using support documentation suited to the scope of the project<br>3.6 Obtain client feedback and revise and refine ideas without loss of design integrity |
| 4 Select and specify solutions | 4.1 Develop and document specifications based on preferred themes and concepts<br>4.2 Develop materials and finishes board based on specifications<br>4.3 Prepare rendered digital 2D and 3D drawing of the scheme represent the desired effect |
| 5 Present fully resolved scheme | 5.1 Present final decoration solution to the client and clearly explain key features and benefits<br>5.2 Seek and analyse client feedback to determine success in achieving client satisfaction<br>5.4 Evaluate work through feedback and own reflection, and identify potential improvements for use in future projects |


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# Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:

- technology skills to research and present design information using digital media.

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFID5002 Develop a decoration proposal for a complex site.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFID5016 Develop decoration proposals for complex sites

## Modification History

Release 1. Supersedes and is equivalent to MSFID5002 Develop a decoration proposal for a complex site.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- developed and presented integrated interior decoration proposals that meet the requirements of the project brief for 3 complex sites that:
  - are either high-end residential or commercial
  - require multiple decoration themes across different areas
  - individually or cumulatively include specifications for all of the following:
    - wall finishes
    - floor finishes
    - lighting
    - furniture
    - window treatments
    - accessories
    - artwork.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- key purpose and relevance of Australian Standards and the National Construction Code (NCC) to interior decoration work
- mathematical procedures for estimation and measurement
- how different aspects of space impact on potential solutions, including:
  - elements and principles of design, their interrelationships, and how they are used in interior decoration
  - level of light
  - structural features
- type and scope of client / project brief that informs proposals:
  - budget
  - client preferences
  - requirements:


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    - aesthetic
    - functional
    - site characteristics
    - timeline
- types and features of resources that support the provision of design advice, and how they are used, including:
    - research tools
    - product tools
    - communication tools
- potential areas for research in an interior decoration project, sources of information and key aspects that impact solutions:
    - ergonomics, anthropometrics and proxemics
    - environmental considerations
    - product information
        - accessories
        - floor finishes
        - furniture
        - lighting
        - soft furnishings
        - wall finishes
        - window treatments
- design process, key stages and associated planning techniques
- creative design methodologies and how they can be used
- types and features of drawings and other visual presentation techniques used to present interior decoration solutions
- features and capabilities of computer programs used for drawings and preparation of decoration documentation
- different ways of creating visual representations for design solutions.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - decoration briefs
    - spaces for decoration
    - measuring equipment
    - information technology for research and design presentation.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFID5017 Develop event decoration proposals

## Modification History

Release 1. Supersedes and is equivalent to MSFID5007 Decorate for events.

## Application

This unit describes the skills and knowledge required to analyse the project brief and event information, develop and refine decoration ideas and present those ideas as fully specified proposals.

This unit applies to interior decorators and designers. They analyse and compare information from a wide range of different sources to develop and plan decoration solutions for a specific event.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Analyse the project brief | 1.1 Evaluate project specifications, parameters and constraints, and confirm with client<br>1.2 Select work resources based on the needs of the project<br>1.3 Identify key project stakeholders and establish required communication protocols |
| 2. Analyse event | 2.1 Determine size of space and identify and assess aspects of the |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| information | event space that impact on potential solutions<br>2.2 Analyse event theme and marketing strategy for impact on decoration<br>2.3 Assess proposed number and movement of people at the event for its impact on decoration solutions<br>2.4 Identify event cultural considerations for impact on decoration |
| 3. Develop decoration ideas | 3.1 Research products, materials, finishes and colours based on event requirements<br>3.2 Assess and review performance and characteristics of products against event requirements<br>3.3 Generate ideas that are sympathetic to the event theme and concept<br>3.4 Present ideas to the client using support documentation suited to the nature of the project<br>3.5 Obtain client feedback and revise and refine ideas accordingly |
| 4. Develop decoration proposal | 4.1 Determine format and inclusions for proposal based on the project brief and communicate ideas<br>4.2 Develop and document detailed product and service specifications<br>4.3 Source, cost and document products and services in accordance with budget requirements<br>4.4 Develop and document schedule of work with allocation of responsibilities based on ideas being proposed<br>4.5 Check proposal information for cohesion and accuracy<br>4.6 Present final proposal to the client in a manner suited to the scope and nature of the project<br>4.7 Evaluate work through client feedback and identify own reflection and potential improvements for use in future work |

# Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:

- technology skills to research and present design information using digital media.


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Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency

# Unit Mapping Information

Supersedes and is equivalent to MSFID5007 Decorate for events.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFID5017 Develop event decoration proposals

## Modification History

Release 1. Supersedes and is equivalent to MSFID5007 Decorate for events.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- developed decoration proposals for 3 events that respond to the project brief.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation, measurement and calculation of costs
- elements and principles of design, their interrelationships, and how they are used in interior decoration
- ergonomics, anthropometrics, proxemics and aesthetic values
- different types of events and how decoration is used for different purposes and contexts
- potential event parameters, constraints and compliance requirements and how they impact on decoration
- types and features of resources that support the provision of design advice, and how they are used, including:
  - research tools
  - product tools
  - communication tools
- how different aspects of space impact on potential solutions, including:
  - access and egress
  - colour
  - size
  - shape
  - level of light
  - site location, capacity and orientation
  - structural features
- event characteristics and their impact on decoration:
  - concept and theme
  - target market



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    - scale
    - location (indoor and/or outdoor)
- different products and services for event decoration and how they are used:
    - decoration products:
        - accessories
        - finishes
        - furniture
        - lighting
        - materials
        - perishable items
    - contractors and consultants
- different ways of creating visual representations for design solutions
- formats and inclusions for event decoration proposals
- event display techniques.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - event briefs
    - spaces for decoration
    - measuring equipment
    - information technology for research and design presentation.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFID5018 Provide interior styling service

## Modification History

Release 1. Supersedes and is equivalent to MSFID5010 Provide interior styling service.

## Application

This unit describes the skills and knowledge required to determine requirements, develop the styling approach and manage the styling process through the selection, sourcing and placing of objects and accessories for visual effect. Styling may be for permanent or temporary application.

This unit applies to stylists working in residential, retail or commercial environments. They analyse and compare information from a wide range of different sources and both plan and manage the operational aspects of the styling process.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Confirm services with client | 1.1 Provide clear information to client about the range of services offered as an interior stylist<br>1.2 Negotiate and confirm in writing the styling service to be provided with client |
| 2. Determine project requirements | 2.1 Evaluate project specifications, parameters and constraints, and confirm with client<br>2.2 Select work resources based on the needs of the project |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 2.3 Establish communication with other people involved in the project<br>2.4 Develop and document project schedule identifying key steps and responsibilities |
| 3. Develop ideas and select preferred solutions | 3.1 Identify, research and evaluate style options against the key objectives of the brief and desired effect on end users<br>3.2 Accurately measure and prepare sketches and drawings of space dimensions and identify aspects of the space that impact on potential solutions<br>3.3 Integrate cultural and historical considerations into style considerations<br>3.4 Identify suppliers appropriate to client target market and confirm availability of products and materials<br>3.5 Present themes and concepts of the finished space to the client using support documentation suited to the scope of the project<br>3.6 Obtain client feedback and revise and refine ideas accordingly |
| 4. Specify confirmed style | 4.1 Prepare accurate plan and/or specifications, including layout, for the confirmed interior styling service<br>4.2 Prepare and confirm detailed quotation and timeline with client<br>4.3 Create schedule and plan for sourcing and obtaining products and services |
| 5. Style the space | 5.1 Procure items in the schedule to achieve design outcome<br>5.2 Create visual impact by strategically curating objects into the styled space according to layout, taking into account design elements and principles<br>5.3 Seek client feedback on arrangement and make adjustments accordingly without loss of design integrity |

# Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:

- technology skills to research and present design information using digital media.


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Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Supersedes and is equivalent to MSFID5010 Provide interior styling service.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFID5018 Provide interior styling service

## Modification History

Release 1. Supersedes and is equivalent to MSFID5010 Provide interior styling service.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and

- created detailed interior styling schemes with visual representations that support the project brief for 3 interior projects with differing client requirements in terms of:
  - budget
  - style.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement
- ergonomics, anthropometrics, proxemics and aesthetic values
- scope and nature of styling and the stylist role in different contexts, including:
  - commercial interiors
  - magazines and television
  - real estate sales
  - residential interiors
- factors that influence client choices for style
- key steps in the styling process and how these are planned and implemented for both permanent and temporary styling
- elements and principles of design, their interrelationships, and how they are used in interior decoration
- sources of product information and types, characteristics, and uses for:
  - accessories
  - floor finishes
  - furniture
  - lighting
  - soft furnishings
  - wall finishes
  - window treatments


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- sketching and drawing techniques
- different ways of creating visual representations for design solutions
- formats and required inclusions for:
  - design specifications
  - styling budgets.
  -

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - project briefs
  - spaces for styling
  - measuring equipment
  - information technology for research and design presentation.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFID5019 Decorate interiors for restoration projects

## Modification History

Release 1. Supersedes and is equivalent to MSFID5015 Decorate interiors for restoration projects.

## Application

This unit describes the skills and knowledge required to analyse the project brief, research options and develop interior decoration solutions for restoration projects that meet the conservation and heritage requirements of the building style and era.

This unit applies to interior decorators. They analyse and compare information from a wide range of different sources to develop and plan decoration solutions.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Analyse the project brief | 1.1 Evaluate project specifications, parameters and constraints, and confirm with client<br>1.2 Select work resources based on project needs<br>1.3 Identify key project stakeholders and establish required communication protocols |
| 2. Research decoration | 2.1 Conduct site analysis to assess the requirements of the spaces |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| requirements | requiring decoration<br>2.3 Identify style, era, theme and features of the site<br>2.4 Identify issues relating to the conservation and heritage environment and determine their implications for the project<br>2.5 Identify and analyse impacting environmental issues<br>2.6 Identify and research sources to inform the decoration process based on analysis<br>2.7 Clearly document research outcomes<br>2.8 Develop a project plan that identifies key steps and responsibilities |
| 3. Generate decoration solution | 3.1 Assess regulatory requirements relating to decoration to determine compliance<br>3.2 Generate decoration concepts and assess against restoration requirements and the restoration style and era<br>3.3 Examine environmental aspects of decoration solution and identify areas for improved sustainability and incorporate where possible within the parameters of the brief<br>3.4 Develop and clearly define conceptual approach<br>3.5 Develop preliminary drawings with decoration treatment inclusions and positioning<br>3.6 Discuss preliminary concept ideas with client and receive and analyse feedback<br>3.7 Modify concept according to feedback and seek client agreement |
| 4. Prepare client presentation | 4.1 Present concept to client in a format and level of detail suited to the client and scope of the project<br>4.2 Clearly articulate and present rationale for the chosen solution to the client<br>4.3 Seek and analyse client feedback and response to determine success in achieving client satisfaction<br>4.4 Evaluate work through feedback and own reflection, and identify potential improvements for use in future projects |


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# Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:

- technology skills to research and present design information using digital media.

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFID5015 Decorate interiors for restoration projects.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFID5019 Decorate interiors for restoration projects

## Modification History

Release 1. Supersedes and is equivalent to MSFID5015 Decorate interiors for restoration projects.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- analysed, researched and developed integrated decoration solutions that meet the design brief for 3 different restoration projects
- visually presented solutions using both manual and computer-based drawing techniques and at least 1 other presentation technique.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- local, state or territory or national legislation, regulations or codes of practice relevant to heritage conservation of sites
- Australian Standards and the National Construction Code (NCC)
- key aspects of The Burra Charter, the Australia ICOMOS charter for places of cultural significance
- mathematical procedures for estimation and measurement
- elements and principles of design, their interrelationships, and how they are used in interior decoration
- ergonomics, anthropometrics, proxemics and aesthetic values
- types and features of resources that support the provision of design and decoration advice, and how they are used, including:
  - research tools
  - product tools
  - communication tools
  - other experts
- sources of information and expertise on interior restorations
- features of the following in Australia:
  - key architectural styles and eras
  - historical design styles and movements


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- issues that typically impact decoration solutions for restoration projects, and how these can be addressed, including:
  - building condition
  - compatibility and matching of new and old materials, methods of manufacture and finishing
  - frameworks that control activity in the building:
    - building standards
    - decision-making processes
    - conservation orders and conditions
    - safety standards
    - occupancy and use guidelines
    - services availability
  - protection and conservation of features
  - specialist artisan skills and techniques available to replicate era decoration styles
- sustainability considerations in restoration projects
- different ways of creating visual representations for design solutions
- features and capabilities of computer programs used for drawings and preparation of decoration documentation.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - design briefs
  - restoration spaces for decoration
  - measuring equipment
  - information technology for research and design presentation.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFID5020 Design residential interiors

## Modification History

Release 1. Supersedes and is equivalent to MSFID5001 Design residential interiors.

## Application

This unit of competency describes the skills and knowledge required to formulate creative design solutions for residential interior design projects, satisfying the physiological, psycho-logical, social, cultural and environmental requirements of the client brief. Designs include the manipulation of interior elements such as walls, floors, ceilings and staircases.

This unit applies to interior designers.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to con-struction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Analyse the project brief | 1.1 Evaluate project specifications, parameters and constraints, and confirm with client<br>1.2 Select resources appropriate to work requirements<br>1.3 Identify key project stakeholders and establish required communication protocols |
| 2. Conduct project | 2.1 Identify and assess aspects of the space that impact on potential |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| research | solutions through site analysis and measurement<br>2.2 Clarify intended function and desired effects and explore with the client<br>2.3 Research and evaluate contextual information relating to the brief<br>2.4 Determine functional, access and planning issues specific to the site and client requirements<br>2.5 Identify and liaise with key consultants to determine structural, electrical, mechanical and environmental elements of the building that impact design<br>2.6 Develop and document project plan identifying key steps and responsibilities |
| 3. Develop design concepts | 3.1 Generate multiple ideas that are sympathetic to the project brief<br>3.2 Explore, integrate and refine different options through a process of reflection and testing<br>3.3 Assess environmental implications of the project and review design concepts to ensure maximum energy efficiency is achieved in solution<br>3.4 Test viability of interrelated ideas in an holistic way<br>3.5 Present concepts to the client using support documentation and tools suited to the scope of the project |
| 4. Design the space | 4.1 Translate ideas into three dimensional (3D) space satisfying functional criteria<br>4.2 Explore evidence of 3D notions through modelling<br>4.3 Present the idea with the greatest potential for success to promote the design's acceptance using both 2D and 3D representations<br>4.4 Select a materials palette to enhance spatial ideas<br>4.5 Seek client feedback, agree to and record amendments and revise and refine ideas<br>4.6 Modify design in response to critical feedback without losing integrity of the design intention |
| 5. Revise and refine solution | 5.1 Further review and resolve spatial planning and resolve in response to client feedback<br>5.2 Select materials, colours, finishes, fixtures and fittings that are appropriate for the concept and brief parameters<br>5.3 Seek feedback through consultation with the client and incorporate |


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| Elements | Performance Criteria |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | into design solution. |
| 6. Prepare client presentation | 6.1 Choose presentation method, techniques and media based on suitability for the design solution<br>6.2 Prepare documentation, drawings and material selections that are consistent with the design intent<br>6.3 Complete work to plan and within brief constraints<br>6.4 Analyse client feedback and response to determine success in achieving client satisfaction<br>6.5 Evaluate work through feedback and own reflection, and identify potential improvements for use in future projects |

# Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:

- technology skills to research and present design information using digital media.

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFID5001 Design residential interiors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFID5020 Design residential interiors

## Modification History

Release 1. Supersedes and is equivalent to MSFID5001 Design residential interiors.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- developed and presented interior designs that meet the requirements of the project brief for 3 residential interiors that individually or cumulatively involve:
  - multiple spaces and residential functions
  - spatial planning
  - changes to room layouts
  - building services requirements
  - structural aspects requirements
  - multiple levels.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- the scope of interior design, and when an architect or structural engineer needs to be involved
- Australian Standards, National Construction Code (NCC) and statutory planning regulations affecting interior design for single occupancy detached or attached dwellings , and individual sole occupancy units within a class 2 building, including:
  - minimum room sizes
  - minimum ceiling heights
  - habitable and non-habitable rooms
  - natural light and ventilation
  - stairs and ramps
  - mechanical ventilation of non-habitable rooms
  - ergonomics, anthropometrics, proxemics and aesthetic values
  - design process, key stages and associated planning techniques
  - types of creative methodologies used in the design process
- mathematical procedures for working in scale
- types of information that may inform the design process:
  - cultural


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  - environmental
  - historical
  - technological
- type and scope of client and/or project brief that informs work in a residential context:
  - budget
  - client preferences
  - aesthetic and functional requirements
  - site characteristics
  - timeline
- how different aspects of space impact on potential solutions, including:
  - design elements and principles
  - colour
  - light
  - materiality
  - fenestrations
- types and features of resources that support the provision of design advice, and how they are used, including:
  - research tools
  - product tools
  - communication tools
- basic residential building construction and how the existing structure may be impacted by interior design through:
  - penetrations to interior floor and ceiling
  - changes to interior load bearing elements
  - structural integration of new interior elements with existing structure
- basic construction of built interior elements, load bearing and non-load bearing, and how they are designed and represented through drawings:
  - internal walls
  - internal floors
  - ceiling components
  - internal columns
  - internal doors
  - interior beams
  - interior stairs
  - interior custom joinery
- types of services in residential buildings, their features, and how they are designed:
  - hydraulic
  - electrical
  - information and communication technology (ICT)
  - environmental controls


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    - lighting
- types and features of drawings and other visual presentation techniques used to present design solutions
- digital and non-digital sketching and drawing techniques to architectural drawing standards.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - design briefs
    - spaces for design
    - measuring equipment
    - information technology for research and design presentation.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFID5021 Evaluate site structure and services for interior design briefs

## Modification History

Release 1. Supersedes and is equivalent to MSFID5003 Evaluate site for interior design brief.

## Application

This unit describes the skills and knowledge required to assess structural components and services in a residential building to determine their impact on the interior design brief.

This unit applies to interior designers, including kitchen and bathroom designers. They analyse and integrate information from site inspection, documentation and consultation to inform the design process.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for site evaluation | 1.1 Review project brief and clarify with client<br>1.2 Confirm and evaluate parameters and constraints<br>1.3 Select work resources based on the needs of the design brief<br>1.4 Determine scope of site evaluation from information and arrange a site visit with client<br>1.5 Identify and follow work health and safety requirements for |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | specific site |
| 2. Assess structural elements | 2.1 Identify and inspect key structural elements of the space for their impact on the design brief<br>2.2 Identify changes required to structural elements to meet design brief and examine implications<br>2.3 Assess materials and finishes used in structural aspects for their implications for the design brief<br>2.4 Identify the need for specialist assessment of structural implications, communicate to the client and organise within the scope of the design brief<br>2.5 Measure space accurately and document results to inform design project and documentation |
| 3. Assess services | 3.1 Identify and assess plumbing, water and drainage features for impact on design brief<br>3.2 Assess features of electrical service to determine suitability for design requirements<br>3.3 Assess other services to determine suitability for design requirements |
| 4. Conduct additional research to support site evaluation | 4.1 Confirm outcomes of site evaluation through consultation with specialist professionals based on the design brief<br>4.2 Accurately interpret building documentation for additional information<br>4.3 Review information gathered against compliance requirements and identify further work needs<br>4.4 Accurately document site evaluation information and research outcomes |

# Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:

- technology skills to research information using digital media.


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Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Supersedes and is equivalent to MSFID5003 Evaluate site for interior design brief.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFID5021 Evaluate site structure and services for interior design briefs

## Modification History

Release 1. Supersedes and is equivalent to MSFID5003 Evaluate site for interior design brief.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- conducted a site evaluation and documented the outcomes for 3 different sites in response to 3 different design briefs.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- state or territory work health and safety legislation, regulations, standards and codes of practice
- role of Australian Standards and the National Construction Code (NCC)
- state and local planning regulations affecting interior design
- type and scope of client and/or project brief that informs site analysis:
  - budget
  - client preferences
  - aesthetic and functional requirements
  - site characteristics
  - timeline
- types and features of resources that support the provision of design advice, and how they are used, including:
  - research tools
  - product tools
  - communication tools
- mathematical procedures for estimation and measurement
- specialist professionals that may need to be involved and their respective roles and interrelationships, including:
  - architects
  - electricians
  - engineers
  - licensed builders


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    - plumbers
- basic building and architectural terminology
- types, features, uses and limitations of different construction methods and materials used in structural elements, including those for:
    - floors
    - roofs
    - walls
- key aspects of services requiring assessment, including what is within the scope of the designer role and what requires specialist assessment:
    - air conditioning and/or extraction
    - communication
    - gas
    - electrical
    - plumbing
- methods and formats for documenting site evaluation findings.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - design briefs
    - sites for evaluation
    - building documentation
    - measuring equipment
    - information technology for research.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFID5022 Explore and apply creative design methodology to interior space

## Modification History

Release 1. Supersedes and is equivalent to MSFID5005 Explore and apply creative design methodology to interior space.

## Application

This unit describes the skills and knowledge required to apply the elements and principles of design to manipulate three dimensional (3D) interior space and form in response to a design brief. It involves the observation and analysis of a range of complex spatial typologies and a process of exploration and refinement to develop a design solution.

This unit applies to individuals who design any type of interior space.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Evaluate interior spaces | 1.1 Observe and evaluate existing spatial relationships of objects against the design brief<br>1.2 Observe and compare existing spatial typologies against the design brief<br>1.3 Observe and evaluate existing spatial arrangements and organising systems against the design brief. |
| 2. Manipulate 3D space | 2.1 Use the elements and principles of design to organise elements in |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| and form | 3D interior space based on the requirements of the brief<br>2.2 Manipulate 3D space using principles related to colour, texture and light<br>2.3 Explore spatial arrangements to satisfy brief requirements<br>2.4 Explore scale, volume and proportion for 3D space and form to satisfy brief requirements |
| 3. Resolve interior design problems | 3.1 Resolve interior space and interrelated design issues through the application of the elements and principles of design<br>3.3 Evaluate design solution and further refine to satisfy brief requirements<br>3.4 Communicate interior design solution using media that best suits the solution<br>3.5 Explore and qualify feasibility of solution<br>3.6 Review design solution and processes used to assess own skill and identify areas for improvement or modification |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFID5005 Explore and apply creative design methodology to interior space.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFID5022 Explore and apply creative design methodology to interior space

## Modification History

Release 1. Supersedes and is equivalent to MSFID5005 Explore and apply creative design methodology to interior space.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- applied a creative design methodology that involves exploration, evaluation and refinement of a solution to 3 different interior spaces
- used conceptual models, 3D and other spatial visualisation techniques to explore evaluate and resolve interior spaces.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- concept of space, and how the following impact the design process:
  - different spatial concepts
  - relationship of objects
  - relationship of forms
  - spatial interpretation methods
  - human behaviour and physiology
- spatial typology and how these impact on the design of interior space:
  - apertures
  - atriums
  - ceiling planes
  - mezzanines
  - multi-level spaces
  - public spaces
  - staircases
  - thresholds
  - transitional spaces
  - vertical and horizontal circulation systems
  - voids
- different spatial arrangements and organising systems, including:


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  - axis
  - grids
  - lineal arrangements
  - centralised arrangements
  - nested spaces
  - modular systems
  - hierarchical systems
  - repetition structures
- elements and principles of design, their interrelationships, and how they are used in interior design
- key steps in the design process and how ideas progress
- design communication techniques.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - spaces for design.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFID5023 Design for all ages and abilities

## Modification History

Release 1. Supersedes and is equivalent to MSFID5008 Design for people with disabilities and the elderly.

## Application

This unit describes the skills and knowledge required to analyse the project brief and client requirements, generate design options and finalise the design of interior spaces using the principles of universal design to respond to the needs of people of all ages and abilities. This may include people with a disability and the elderly.

This unit applies to interior designers, including kitchen and bathroom designers.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Analyse the project brief | 1.1 Evaluate project specifications, parameters and constraints, and confirm with client<br>1.2 Select work resources based on project requirements<br>1.3 Identify key project stakeholders and establish required communication protocols |
| 2. Conduct project | 2.1 Identify and assess aspects of the space that impact on potential |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| research | solutions through site analysis and measurement<br>2.2 Explore intended function of the space taking into account the position of doors and windows and any physical requirements for access and egress<br>2.3 Identify details of specific access issues through liaison with the client<br>2.4 Investigate and assess the impact of Australian Standards requirements |
| 3. Generate design ideas | 3.1 Generate multiple ideas that are sympathetic to the project brief, individual client needs and Australian Standards requirements<br>3.2 Explore, integrate and refine different options through a process of reflection and testing<br>3.3 Assess and review performance and characteristics of products in accordance with client requirements<br>3.4 Assess ergonomic, anthropometric and proxemic principles in respect of the space, the intended products and universal access<br>3.5 Analyse sustainability and cultural considerations in respect of the space<br>3.6 Present and discuss products, materials and finish options with the client<br>3.7 Obtain client feedback and revise and refine ideas accordingly |
| 4. Finalise design | 4.1 Develop accurate drawings detailing all required measurements, dimensions and features<br>4.2 Develop and document detailed specifications based on client preferences<br>4.3 Estimate and document costs associated with purchasing and obtaining the products |
| 5. Present design solution | 5.1 Present final design solution and costing to the client or nominated person in a format suited to the nature of the project<br>5.2 Seek feedback, and agree to and record adjustments<br>5.3 Base adjustments to the final design solution on feedback without loss of design integrity and functionality |


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# Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance.

- technology skills to research and present design information and drawings using digital media.

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFID5008 Design for people with disabilities and the elderly.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFID5023 Design for all ages and abilities

## Modification History

Release 1. Supersedes and is equivalent to MSFID5008 Design for people with disabilities and the elderly.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- designed 3 spaces in accordance with the principles of universal design and Australian Standard AS1428.1 in response to project briefs that have explicit access requirements, 1 of which must relate to physical disability that requires client(s) to move around the space in a wheelchair.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- state or territory legislation, regulations, standards and codes of practice relevant to universal access / universal design
- purpose and key provisions of AS1428.1 – Design for access and mobility general requirements for access: all sections
- mathematical procedures for estimation and measurement
- sources of credible information on products and how they can be used or adapted for universal access
- elements and principles of design, their interrelationships, and how they are used in interior design
- ergonomics, anthropometrics, proxemics and aesthetic values
- sustainability considerations for design
- universal design guidelines in relation to:
  - interiors generally
  - kitchens
  - bathrooms
  - laundries
- types of access issues experienced in the general population and the impact on how individuals use and engage with interior space
  - access – space requirements, circulation space, height, door widths, ramps
  - acoustic


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    - aids – handgrips, rails
    - lighting
    - materials and finishes – tactility, non-slip
- interior space solutions that respond to different access issues
- types and features of drawings and other visual presentation techniques used to present design solutions
- digital and non-digital sketching and drawing techniques to architectural drawing standards
- formats and required inclusions for design specifications.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - design briefs
    - spaces for design
    - measuring equipment
    - information technology for research and design presentation.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFID5024 Design workplace interiors

## Modification History

Release 1. Supersedes and is equivalent to MSFID5013 Design for small to medium scale commercial or institutional interiors.

## Application

This unit describes the skills and knowledge required to use the design process for the formulation of creative interior design solutions for potentially complex workplace interiors, satisfying the physiological, psychological, social, cultural and environmental requirements of the brief.

This unit applies to interior designers.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Analyse the project brief | 1.1 Evaluate project specifications, parameters and constraints, and confirm with client<br>1.2 Select resources appropriate to work requirements<br>1.3 Establish and maintain communication with others involved in the project |
| 2. Conduct project | 2.1 Identify and assess aspects of the space that impact on potential |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| research | solutions through site analysis and measurement<br>2.2 Clarify intended function and desired effects and explore with the client<br>2.3 Research and evaluate contextual information relating to the brief<br>2.4 Determine functional, access and planning issues specific to the site and client requirements<br>2.5 Develop and document project plan identifying key steps and responsibilities |
| 3. Develop design concepts | 3.1 Generate multiple ideas that are sympathetic to the project brief<br>3.2 Explore, integrate and refine different options through a process of reflection and testing<br>3.3 Assess environmental implications of the project and review design concepts to ensure maximum energy efficiency is achieved in solution<br>3.4 Test viability of interrelated ideas in an holistic way<br>3.5 Present concepts to the client using support documentation and tools suited to the scope of the project |
| 4. Design the space | 4.1 Translate ideas into three dimensional (3D) space satisfying functional criteria<br>4.2 Explore evidence of 3D notions through modelling<br>4.3 Present the idea with the greatest potential for success to promote the design's acceptance using both 2D and 3D representations<br>4.4 Select a materials palette to enhance spatial ideas<br>4.5 Seek client feedback, agree to and record amendments and revise and refine ideas<br>4.6 Modify design in response to critical feedback without losing integrity of the design intention |
| 5. Revise and refine solution | 5.1 Further review and resolve spatial planning and resolve in response to client feedback<br>5.2 Select materials, colours, finishes, fixtures and fittings that are appropriate for the concept and brief parameters<br>5.3 Seek feedback through consultation with the client and incorporate into design solution |
| 6. Prepare a fully | 6.1 Choose presentation method, techniques and media based on |


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| Elements | Performance Criteria |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| rendered client presentation | suitability for the design solution<br>6.2 Prepare documentation, drawings and material selections that are consistent with the design intent<br>6.3 Complete work to plan and within brief constraints<br>6.4 Analyse client feedback and response to determine success in achieving client satisfaction<br>6.5 Evaluate work through feedback and own reflection, and identify potential improvements for use in future projects |

## Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance.

- technology skills to research and present design information and drawings using digital media.

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Supersedes and is equivalent to MSFID5013 Design for small to medium scale commercial or institutional interiors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFID5024 Design workplace interiors

## Modification History

Release 1. Supersedes and is equivalent to MSFID5013 Design for small to medium scale commercial or institutional interiors.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- developed and presented designs that meet the requirements of the brief for 3 workplace interiors.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- Australian Standards and the National Construction Code (NCC) aligned to the building classification
- mathematical procedures for estimation and measurement
- current and emerging trends that influence workplace design, including changing nature of work and employee interactions with the workplace
- different types of workplaces and impacts on the design process
- type and scope of client and/or project brief that informs work in a workplace context:
  - budget
  - client preferences
  - requirements:
    - aesthetic
    - functional
  - site characteristics
  - timeline
- how different aspects of space impact on potential solutions, including:
  - colour
  - size
  - shape
  - level of light
  - structural features


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- types and features of resources that support the provision of design advice, and how they are used, including:
  - research tools
  - product tools
  - communication tools
- elements and principles of design, their interrelationships, and how they are used in interior design
- ergonomics, anthropometrics, proxemics and aesthetic values
- design process, key stages and associated planning techniques
- types of information that may inform the design process:
  - commercial
  - cultural
  - environmental
  - historical
  - political
  - technological
- types of creative methodologies used in the design process
- types and features of drawings and other visual presentation techniques used to present design solutions -
- digital and non-digital sketching and drawing techniques to architectural drawing standards
- regulations, conditions and variables relating to the specific workplace context:
  - access
  - building conditions
  - building standards
  - decision making processes
  - electricity supply
  - flexibility of structural changes
  - guidelines for traffic flow
  - guidelines relating to the specific use such as health standards
  - lease conditions
  - occupancy rates
  - other occupancy
  - public use patterns
  - safety standards
  - services available
  - size
  - workforce planning.


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# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - design briefs
  - workplace sites for design
  - measuring equipment
  - information technology for research and design presentation.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFID5025 Develop residential interior design project documentation

## Modification History

Release 1. Supersedes and is not equivalent to MSFID4007 Identify materials, construction techniques and methods used in building interiors.

## Application

This unit describes the skills and knowledge required to produce residential interior design project documentation using computer-aided design (CAD) programs. Documentation includes researching, detailing and specifying the materials, construction techniques and methods associated with residential interior design fit-outs for new or existing buildings.

This unit applies to interior designers.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Interior design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Confirm detailed design requirements | 1.1 Analyse site measurements and design drawings to confirm information on structures and services<br>1.2 Identify structural and service impacts of proposed design<br>1.3 Review regulatory implications of proposed design<br>1.4 Identify and respond to the need for professional advice on design |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | viability<br>1.5 Identify and plan appropriate digital drawing schedule based on review of required project trades, construction and requirements<br>1.6 Identify and accurately document areas for demolition |
| 2. Prepare digital design documentation | 2.1 Research methods of construction and assembly for the proposed interior elements<br>2.2 Research materials, hardware and fixtures appropriate for the scope of the project<br>2.3 Develop accurate scale drawings of all built elements with required dimensions and annotations<br>2.4 Include all required information related to substrate, finish, junctions and fixings<br>2.5 Develop associated accurate, itemised specification notes and schedules in accordance with job requirements<br>2.6 Seek and incorporate client feedback on any design changes and on detail design development |
| 3. Manage documentation package | 3.1 Maintain current and accurate drawing register<br>3.2 Develop and implement coding and numbering system for drawings<br>3.3 Manage drawing amendments in accordance with agreed processes and procedures |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

No equivalent unit.


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# Links

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# Assessment Requirements for MSFID5025 Develop residential interior design project documentation

## Modification History

Release 1. Supersedes and is not equivalent to MSFID4007 Identify materials, construction techniques and methods used in building interiors.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- developed digital drawings, specifications and schedules for 3 residential interior designs that individually or cumulatively include:
  - detailing of kitchen and bathrooms
  - spaces with multiple levels
  - designs with structural implications such as changes to load bearing elements or floor penetrations
  - detailing of custom joinery and furniture
  - detailing of wet areas.
  -

## Knowledge Evidence

- role of Australian Standards and the National Construction Code (NCC) statutory planning regulations affecting residential interior design for:
  - single occupancy detached and/or attached dwellings
  - multi-residential projects
  - individual sole occupancy units within a class 2 building
- mathematical procedures for estimation, measurement and use of computer aided drawing technology
- computer aided drawing techniques
- basic building and architectural terminology and architectural drawings conventions
  - line weights
  - symbols
  - coding
  - scale
  - annotations
- scope of commercial interior design projects, and when an architect or structural engineer needs to be involved
- structural implications and limitations for interior design in residential buildings:


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    - impact of interior floor and ceiling penetrations
    - impact of changes to interior load bearing elements
    - structural integration of new interior elements with existing (or proposed) structure
- sources of professional advice on building and construction
- break–down of the design project and its components for construction, the different trades involved, and the type of drawings and documentation required
- residential building classes and a basic knowledge of how they are constructed:
    - beams and/or trusses
    - concrete
    - floor slabs
    - foundations
    - glass
    - masonry
    - steel
    - timber
    - windows
- construction of built interior elements, load bearing and non-load bearing, and how they are represented on drawings and specifications:
    - ceiling components
    - interior beams
    - interior stairs
    - internal columns
    - internal doors
    - internal floors
    - internal wall assemblies
- custom joinery for residential interior design, the fundamental techniques of how they are assembled, constructed and detailed through drawing:
    - architectural hardware
    - balustrades
    - built in furniture
    - built storage
    - carcases and substrates
    - ceiling features
    - concealed lighting
    - feature walls and panelling
    - kitchen and bathroom cabinetry and details
    - pelmets
    - stairs, platforms, and/or raised floors
    - window seats


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- materials used in residential interior design the fundamental techniques of how they are researched, fixed, and detailed and specified through drawings and schedules:
  - claddings
  - floor materials
  - formats and required inclusions for furnishing, fixtures and equipment schedules
  - formats and required inclusions for design specifications.
  - formats and required inclusions for door and furniture hardware
  - formats and required inclusions for door and window schedules
  - formats and required inclusions for materials schedules
  - glazing
  - linings
  - stone
  - wall materials
  - wet areas- fixtures, fittings and surface treatments
- building services in residential design, their features, regulatory requirements and structural implications and how they are represented on detailed design drawings:
  - hydraulics
  - electrical
  - information and communications technology
- conventions for document and drawing management and control:
  - title blocks
  - amendments
  - cross referencing
  - coding
  - review processes.
  -

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - design information for documentation
  - information technology hardware
  - CAD software.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.


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# Links

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# MSFID5027 Research and recommend colour applications and finishes

## Modification History

Release 1. Supersedes and is equivalent to MSFID5009 Research and recommend colour and applied finishes.

## Application

This unit describes the skills and knowledge required to assess colour requirements, research colour applications and finishes for diverse spaces and surfaces and make recommendations to the client.

This unit applies to interior decorators and designers.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Analyse project requirements | 1.1 Evaluate project specifications, parameters and constraints, and confirm with client<br>1.2 Select work resources based on the needs of the project<br>1.3 Identify key project stakeholders and establish required communication protocols |
| 2. Research and colour applications and finishes | 2.1 Assess the style, size lighting and intended use of the space as the basis for colour research<br>2.2 Assess the nature of surfaces and determine the impacts of different colour applications and finishes<br>2.3 Identify and research new technologies for relevance to the project |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 2.4 Assess potential application methods and techniques and available expertise for the desired effect<br>2.5 Analyse and compare options for their sustainability and safety |
| 3. Refine ideas and select preferred solution | 3.1 Explore, integrate and refine different options through a process of reflection and testing<br>3.2 Choose a preferred selection of colour applications and finishes based on research findings and the key objectives of the project brief |
| 4. Finalise and present colour solution | 4.1 Prepare a visual representation that communicates the key aspects of the preferred solution<br>4.2 Present recommendations in a format and level of detail suited to the client and scope of the project<br>4.3 Clearly articulate rationale for the chosen solution and present to the client<br>4.4 Provide cost estimates associated with the chosen solution to the client<br>4.5 Seek client feedback on the proposed solution<br>4.6 Make adjustments to the final design solution based on feedback |

# Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:

- technology skills to digitally research product options and present recommendations.

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFID5009 Research and recommend colour and applied finishes.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFID5027 Research and recommend colour applications and finishes

## Modification History

Release 1. Supersedes and is equivalent to MSFID5009 Research and recommend colour and applied finishes.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- researched and presented solutions for colour applications and finishes in response to 3 different design briefs that individually or cumulatively require solutions for spaces that include:
  - cabinetry
  - ceilings
  - floors
  - walls.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- colour:
  - terminology
  - systems and theories
  - psychology
- research sources for information about colour, including current trends
- social, psychological, cultural and historical relationships and influences of colour
- current and emerging manufacturing technologies
- use of colour on different surfaces and the factors for consideration for all ages and abilities
- features of different types of finishes and applications available to achieve different effects on:
  - cabinetry
  - furniture
  - ceilings
  - floors
  - walls
- properties of colour applications and finishes, and how these inform recommendations:


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    - construction, composition and materials, including tactile nature of products
    - maintenance requirements
    - quality
    - safety – flammability, product fixing requirements
    - sustainability – sourcing, production, longevity
    - methods of application
    - building standards in relation to colour contrasts for commercial premises
- effects of natural and artificial light on colour
- light reflective values (LVR) of colours and finishes
- elements and principles of design, their interrelationships, and how they are used in interior decoration or design
- design process and how ideas progress
- different ways of creating visual representations for design solutions.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - design briefs
    - spaces for which applications and finishes are recommended
    - information technology for research and design presentation.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFID5028 Research and recommend artwork

## Modification History

Release 1. Supersedes and is equivalent to MSFID5012 Research and recommend artwork.

## Application

This unit describes the skills and knowledge required to determine decoration requirements, research product options and make recommendations for specifying artwork within a project.

This unit applies to individuals providing advice in a retail, consulting or design studio environment. They analyse and compare product information from a wide range of different sources to develop a design solution.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Determine project requirements | 1.1 Evaluate project specifications, parameters and constraints, and confirm with client<br>1.2 Select work resources based on the needs of the project<br>1.3 Identify and assess aspects of the space that impact on potential solutions<br>1.4 Analyse and review intended application for the artwork in the available space<br>1.5 Identify and investigate the most appropriate method of display in artwork within the existing space<br>1.6 Identify key project stakeholders and establish required communication protocols |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Research artwork options | 2.1 Source and analyse relevant information about potential artwork and artists<br>2.2 Assess and compare aesthetic requirements of the artwork with surrounding site and design elements<br>2.3 Analyse and evaluate properties of the materials used in the production of artwork<br>2.4 Assess elements and principles of design used in the creation of the artwork in relation to the available site<br>2.5 Source and compare information about costs and availability against the project brief<br>2.6 Identify and integrate potential sustainability features or issues into the research process |
| 3. Refine ideas and select preferred solution | 3.1 Explore, integrate and refine different options through a process of reflection and testing<br>3.2 Choose a preferred solution based on research findings and the key objectives of the project brief |
| 4. Recommend artwork | 4.1 Prepare a visual representation that communicates the key aspects of the preferred solution<br>4.2 Present recommendations in a format and level of detail suited to the client and scope of the project<br>4.3 Clearly articulate and present rationale for the chosen solution to the client<br>4.4 Provide client with realistic cost estimates for purchasing or hiring and/or exhibiting the artwork within the site<br>4.5 Seek client feedback on the proposed solution<br>4.6 Make adjustments to the final design solution based on feedback<br>4.7 Evaluate work through feedback and own reflection and identify potential improvements for use in future projects. |

# Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:


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- technology skills to research artwork options and present recommendations using digital media.

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFID5012 Research and recommend artwork.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFID5028 Research and recommend artwork

## Modification History

Release 1. Supersedes and is equivalent to MSFID5012 Research and recommend artwork.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- researched and presented artwork recommendations in response to different project briefs that individually or cumulatively require solutions for the following:
  - two dimensional (2D) artwork
  - 3D artwork
  - artwork for different interior design applications
  - artwork as a style guide for an interior scheme and/or design project.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- legal and ethical considerations for the provision of product advice, including:
  - individual worker responsibilities under Australian consumer law
  - Australian copyright issues surrounding use of artwork and original images in interior design applications
- type and scope of client and/or project brief information needed to inform research and recommendation:
  - budget
  - client preferences
  - aesthetic and functional requirements
  - site characteristics
  - timeline
- mathematical procedures for estimation and measurement
- how different aspects of space impact on potential solutions, including:
  - colour
  - size
  - shape
  - level of light
  - structural features


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- types and features of resources that support the provision of design advice, and how they are used, including:
  - research tools
  - product tools
  - communication tools
- sources of information on 2D and 3D artworks, including:
  - how to access
  - ways to identify, interrogate and distil information
- elements and principles of design, their interrelationships, and how they are used in interior decoration
- ways to integrate art images and objects into an interior design scheme
- nature of artworks and their characteristics for consideration:
  - art movements
  - artist
  - concept
  - materials/medium
  - origin / source
  - uniqueness (original, limited edition, print)
  - whether the art 2D or3D requires specific lighting and/or electrical connections or plumbing
- types and characteristics of different types of frames, framing materials and methods of display:
  - commercial hanging systems / gallery track
  - invisible installation methods
  - picture rails
  - plinths
- art printed interior design materials
- different ways of creating visual representations for design solutions that incorporate two dimensional and/or three dimensional artworks.

# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - design briefs
  - information technology for research and design presentation.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFID6010 Design commercial interior lighting

## Modification History

Release 1. Supersedes and is not equivalent to MSFID5006 Design interior lighting.

## Application

This unit describes the skills and knowledge required to assess natural light and determine supplementary lighting requirements in both existing and potential commercial interior spaces, and design lighting as part of an integrated interior solution.

This unit applies to interior decorators and designers. They analyse and compare information from diverse sources to inform a design solution.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Interpret lighting requirements | 1.1 Evaluate project specifications, parameters and constraints, and confirm with client<br>1.2 Determine intended facility and space functions and the associated tasks and processes<br>1.3 Select work resources based on the needs of the project<br>1.4 Identify key project stakeholders and establish required communication protocols |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Assess existing orientation and natural light | 2.1 Determine natural light and ultraviolet (UV) penetration from site analysis<br>2.2 Determine aspect and orientation from project brief and building plans<br>2.3 Examine window treatments and placement for their efficiency in controlling light<br>2.4 Review selection of colours for walls, ceilings, furnishings and fittings for their effect on raising or lowering the effect of light into the space<br>2.5 Assess methods of site light control and light control devices for their effect on natural light |
| 3. Determine supplementary lighting requirements | 3.1 Identify and assess supplementary lighting sources and their potential to achieve the desired lighting effects<br>3.2 Assess the practicality and safety requirements for supplementary lighting in the facility<br>3.3 Research and assess the ongoing maintenance and environmental impact and energy efficiency of potential supplementary lighting<br>3.4 Identify actual and potential location for supplementary lighting and determine required changes to achieve desired outcomes<br>3.5 Analyse effect of supplementary lighting on the existing or proposed colour spectrum |
| 4. Generate lighting concepts | 4.1 Use creative methodologies to generate lighting concepts and themes<br>4.2 Assess concepts against the project brief to select most viable solution<br>4.3 Present concept to client using support documentation suited to the scope of the project<br>4.4 Discuss ideas with client and modify concept according to feedback<br>4.5 Select lighting options that meet industry standards and accurately document specifications |
| 5. Revise and refine solution | 5.1 Revise and refine lighting concepts through a process of reflection and testing<br>5.2 Examine environmental aspects of lighting solution and identify |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | and integrate options for improved sustainability<br>5.3 Research and select appropriate lighting options that meet industry standards<br>5.4 Select the final lighting design that best meets the requirements of the brief |
| 6. Present lighting solution | 6.1 Document lighting solution using industry symbols and conventions for all fittings and components<br>6.2 Create three dimensional (3D) visualisations of lighting effects using appropriate software<br>6.3 Develop and document comprehensive schedule for lighting design<br>6.4 Present lighting solution and clearly explain key features and benefits<br>6.5 Analyse client feedback and response to determine success in achieving client satisfaction<br>6.6 Evaluate work through feedback and own reflection, and identify potential improvements for use in future projects |

# Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:

- technology skills to research and present design information and drawings using digital media.

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFID6010 Design commercial interior lighting

## Modification History

Release 1. Supersedes and is not equivalent to MSFID5006 Design interior lighting.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and:

- designed and documented lighting solutions with 3D visualisations for 3 different commercial spaces:
  - each space must be different in terms of activities, tasks and processes undertaken in the space
  - 1 must be an existing space requiring a new lighting design
  - 1 must be a potential space, yet to be constructed.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- type and scope of client and/or project brief information needed to inform research and recommendation:
  - budget
  - client preferences
  - aesthetic and functional requirements
  - site characteristics – size, shape, services, structural considerations
  - timeline
- types and features of resources that support the provision of design advice, and how they are used, including:
  - research tools and techniques
  - product tools
  - communication tools
- mathematical procedures for estimation, measurement and calculation of costings
- basic light characteristics:
  - natural
  - UV
  - interaction between colour and light
- how aspect and orientation impact light and lighting selection
- artificial light:


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  - effects on the colour spectrum
  - energy efficiency
  - special effects that can be achieved
  - technical terminology
- lighting design options and trends in the context of commercial spaces:
  - hospitality
  - multi-residential
  - retail
  - workplace
- sources of information on commercial lighting products and devices
- features and effects of different types of commercial lighting products
- methods of light control and their uses in different situations
- how furnishing selections impact light in an interior space
- the relationship between lighting and key parameters for:
  - atmosphere and mood
  - activities undertaken in the space
- Australian Standard AS1680 – its purpose and key provisions
- drawing conventions for lighting formats.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - design briefs
  - sites for lighting
  - measuring equipment
  - information technology for research and design presentation.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFID6011 Resolve complex spatial design problems through modelling

## Modification History

Release 1. Supersedes and is equivalent to MSFID6001 Resolve complex spatial design problems through modelling.

## Application

This unit describes the skills and knowledge required to develop and refine conceptual models to inform design work through experimentation with a range of spatial modelling techniques. It includes managing and organising resource requirements for new work and realising a fully resolved interior scheme.

This unit applies to interior designers.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Adapt and develop concepts as a result of design research | 1.1 Establish criteria that are most likely to facilitate the achievement of the conceptual vision<br>1.2 Collaborate with colleagues to develop conceptual thinking approaches<br>1.3 Examine a range of spatial problems to determine suitable approaches<br>1.4 Research, adapt and incorporate relevant ideas and approaches from other practitioners |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Visualise design concepts using modelling techniques | 2.1 Extend capabilities of a range of two dimensional (2D) conceptual notions through 3D modelling<br>2.2 Refine the conceptual vision based on ongoing experimentation using sophisticated modelling techniques<br>2.3 Present to the client a sophisticated concept model appropriate to the brief and evaluate feedback |
| 3. Manage and organise resource requirements for new work | 3.1 Research materials, tools, equipment and computer-aided design (CAD) applications for the achievement of different 3D effects<br>3.2 Determine and organise resource requirements that arise from the use of techniques and experimental approaches for new work<br>3.3 Determine critical path, projecting completion dates of each stage of the project |
| 4. Develop extend and resolve spatial ideas through modelling | 4.1 Experiment with a range of modelling techniques to explore and develop complex 3D notions<br>4.2 Apply and manipulate design elements and principles to assist in design development<br>4.3 Explore and manipulate scale, volume and proportion as part of a design development process<br>4.4 Develop a range of models by hand or using CAD applications to revise and refine spatial ideas<br>4.5 Use collaboration as an integral part of the process |
| 5. Present a fully resolved interior space | 5.1 Select modelling technique to meet the established criteria<br>5.2 Select appropriate scale to meet brief criteria<br>5.3 Accurately represent resolved spatial ideas to scale<br>5.4 Accurately represent materials and textures to scale<br>5.5 Resolve and demonstrate construction, detailing and finishes through sophisticated modelling<br>5.6 Present detailed model to client and evaluate feedback |


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# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFID6001 Resolve complex spatial design problems through modelling.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFID6011 Resolve complex spatial design problems through modelling

## Modification History

Release 1. Supersedes and is equivalent to MSFID6001 Resolve complex spatial design problems through modelling.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- fully resolved a final design solution for 3 complex spatial design problems through manual or computer-based modelling, demonstrating skills in:
  - collaboration
  - critical thinking
  - creativity and innovation.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- elements and principles of design, their interrelationships, and how they are used in interior design
- design process and progression of ideas
- design communication techniques
- types and nature of complex spatial challenges, and how modelling can be used to resolve:
  - apertures
  - atriums
  - ceiling planes
  - mezzanines
  - multi-level spaces
  - public spaces
  - staircases
  - thresholds
  - transitional spaces
  - vertical and horizontal circulation systems
  - voids
- different modelling and/or 3D visualisation techniques:
  - concept modelling


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  - mass modelling
  - detailed modelling
  - 3D printing
  - CAD models
- features and uses of White models
- features and uses of Maquettes
- structures in design contexts
- modular systems and repeats
- advanced 3D geometry.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - design briefs involving complex spatial challenges
  - manual or computer aided modelling materials.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFID6012 Design for large scale commercial or institutional interiors

## Modification History

Release 1. Supersedes and is equivalent to MSFID6003Design for large scale commercial or institutional interiors.

## Application

This unit of competency describes the skills required to follow a design process for the formulation of creative and complex design solutions to large scale commercial or institutional interior design situations satisfying the physiological, psychological, social, cultural, technical and environmental requirements of the brief.

This unit applies to interior designers.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Analyse the project brief | 1.1 Evaluate project specifications, parameters and constraints, and confirm with client<br>1.2 Select resources appropriate to work requirements and check for operational effectiveness<br>1.3 Establish and maintain communication with others in the design |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | project. |
| 2. Conduct project research | 2.1 Identify and assess aspects of the space that impact on potential solutions through site analysis and measurement<br>2.2 Clarify the intended function of the space and explore with client<br>2.3 Research and evaluate contextual information relating to the brief<br>2.4 Determine functional and planning issues specific to the site and client requirements<br>2.5 Identify issues relating to the commercial environment and determine their implications for the design project<br>2.6 Organise and present research material in a format suited to the project<br>2.7 Develop and document project plan identifying key steps and responsibilities |
| 3. Develop design concepts | 3.1 Generate multiple ideas and concepts that are sympathetic to the design brief<br>3.2 Explore, integrate and refine different options through a process of reflection and testing<br>3.3 Identify and address access issues relating the project in design solution<br>3.4 Assess environmental implications of the project and review design concepts to ensure maximum energy efficiency is achieved in solution<br>3.5 Test viability of interrelated ideas in a holistic way<br>3.6 Present concepts to the client using support documentation and tools suited to the scope of the project |
| 4. Design the space | 4.1 Translate ideas into three dimensional (3D) space satisfying functional criteria<br>4.2 Explore evidence of 3D notions through modelling<br>4.3 Present idea with the greatest potential for success to promote the design's acceptance using both 2D and 3D representations<br>4.4 Seek client feedback, agree to and record amendments, and revise and refine ideas<br>4.5 Select a materials palette to enhance spatial ideas<br>4.6 Modify design in response to critical feedback without losing |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | integrity of the design intention |
| 5. Revise and refine solution | 5.1 Assess ergonomic and anthropometric principles in respect to the space and the intended products<br>5.2 Further review and resolve spatial planning in response to client feedback<br>5.3 Select materials, colours, finishes, fixtures and fittings appropriate to the concept and brief parameters<br>5.4 Receive feedback through consultation with the client and incorporate into design solution |
| 6. Prepare a fully rendered client presentation | 6.1 Choose presentation method, techniques and media based on suitability for the design solution<br>6.2 Prepare documentation, drawings and material selections that are consistent with the design intent<br>6.3 Complete work to plan and within brief constraints<br>6.4 Analyse client feedback and response to determine success in achieving client satisfaction<br>6.5 Evaluate work through feedback and own reflection, and identify potential improvements for use in future projects |

# Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:

- technology skills to research and present design information and drawings using digital media.

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFID6003 Design for large scale commercial or institutional interiors.


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# Links

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# Assessment Requirements for MSFID6012 Design for large scale commercial or institutional interiors

## Modification History

Release 1. Supersedes and is equivalent to MSFID6003 Design for large scale commercial or institutional interiors.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- developed and presented designs that meet the requirements of the brief for 3 large scale commercial or institutional interiors.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- Australian Standards and the National Construction Code (NCC)
- mathematical procedures for estimation and measurement
- type and scope of client / project brief that informs work in a hospitality context:
  - budget
  - client preferences
  - aesthetic and functional requirements
  - site characteristics
  - timeline
- how different aspects of space impact on potential solutions, including:
  - colour
  - size
  - shape
  - level of light
  - structural features
- types and features of resources that support the provision of design advice, and how they are used, including:
  - research tools
  - product tools
  - communication tools
  - elements and principles of design, their interrelationships, and how they are used in interior design


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    - ergonomics, anthropometrics, proxemics and aesthetic values
- design process, key stages and associated planning techniques
- types of information that may inform the design process:
    - commercial
    - cultural
    - environmental
    - historical
    - political
    - technological
- types of creative methodologies used in the design process
- types and features of drawings and other visual presentation techniques used to present design solutions
- digital and non-digital sketching and drawing techniques to architectural drawing standards
- regulations, conditions and variables relating to the specific commercial or institutional context:
    - access
    - building conditions
    - building standards
    - decision making processes
    - electricity supply
    - flexibility of structural changes
    - guidelines for traffic flow
    - guidelines relating to the specific use such as health standards
    - lease conditions
    - occupancy rates
    - other occupancy
    - public use patterns
    - safety standards
    - services available
    - size.
    -

# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - design briefs
    - commercial environments for design


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- measuring equipment
- information technology for research and design presentation.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFID6013 Design interiors for hospitality environments

## Modification History

Release 1. Supersedes and is equivalent to MSFID6004 Design interiors for hospitality environments.

## Application

This unit describes the skills and knowledge required to follow a design process for the formulation of creative interior design solutions to potentially complex requirements in hospitality environments such as bars, restaurants, hotels and function centres.

This unit applies to interior designers.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Analyse the project brief | 1.1 Evaluate project specifications, parameters and constraints, and confirm with client<br>1.2 Select work resources based on project requirements<br>1.3 Identify key project stakeholders and establish required communication protocols |
| 2. Conduct project | 2.1 Identify and assess aspects of the space that impact on potential |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| research | solutions through site analysis and measurement<br>2.2 Clarify the intended function of the space and explore with client<br>2.3 Research and evaluate contextual information relating to the brief<br>2.4 Determine functional and planning issues specific to the site and client requirements<br>2.5 Identify issues relating to the hospitality environment and determine their implications for the design project<br>2.6 Organise and present research material that informs response to the brief using relevant software<br>2.7 Develop and document project plan identifying key steps and responsibilities |
| 3. Develop design concepts | 3.1 Generate multiple ideas and concepts that are sympathetic to the design brief<br>3.2 Explore, integrate and refine different options through a process of reflection and testing<br>3.3 Identify and address access issues relating the project in design solution<br>3.4 Assess environmental implications of the project and review design concepts to ensure maximum energy efficiency is achieved in solution<br>3.5 Test viability of interrelated ideas in a holistic way<br>3.6 Present concepts to the client using support documentation and tools suited to the scope of the project |
| 4. Design the space | 4.1 Translate ideas into three dimensional (3D) space satisfying functional criteria<br>4.2 Explore evidence of 3D notions through modelling<br>4.3 Present idea with the greatest potential for success to promote the design's acceptance using both 2D and 3D representations<br>4.4 Seek client feedback, agree to and record amendments, and revise and refine ideas<br>4.5 Select a materials palette that enhances spatial ideas<br>4.6 Modify design in response to critical feedback without losing integrity of the design intention |
| 5. Revise and refine | 5.1 Assess ergonomic and anthropometric principles in respect to the |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| solution | space and the intended products<br>5.2 Further review and resolve spatial planning in response to client feedback<br>5.3 Select materials, colours, finishes, fixtures and fittings appropriate to the concept and brief parameters<br>5.4 Receive feedback through consultation with the client and incorporate into design solution. |
| 6. Prepare a fully rendered client presentation | 6.1 Choose presentation method, techniques and media based on suitability for the design solution<br>6.2 Prepare documentation, drawings and material selections that are consistent with the design intent<br>6.3 Complete work to plan and within brief constraints<br>6.4 Analyse client feedback and response to determine success in achieving client satisfaction<br>6.5 Evaluate work through feedback and own reflection, and identify potential improvements for use in future projects |

# Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:

- technology skills to research and present design information and drawings using digital media.

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFID6004 Design interiors for hospitality environments

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFID6013 Design interiors for hospitality environments

## Modification History

Release 1. Supersedes and is equivalent to MSFID6004 Design interiors for hospitality environments.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- developed and presented designs that meet the requirements of the brief for 3 interiors in hospitality environments.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- Australian Standards and the National Construction Code (NCC)
- mathematical procedures for estimation and measurement
- type and scope of client / project brief that informs work in a hospitality context:
  - budget
  - client preferences
  - aesthetic and functional requirements
  - site characteristics
  - timeline
- how different aspects of space impact on potential solutions, including:
  - colour
  - size
  - shape
  - level of light
  - structural features
- types and features of resources that support the provision of design advice, and how they are used, including:
  - research tools
  - product tools
  - communication tools
- elements and principles of design, their interrelationships, and how they are used in interior design


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- ergonomics, anthropometrics, proxemics and aesthetic values
- design process, key stages and associated planning techniques
- types of information that may inform the design process:
  - commercial
  - cultural
  - environmental
  - historical
  - political
  - technological
- types of creative methodologies used in the design process
- types and features of drawings and other visual presentation techniques used to present design solutions
- digital and non-digital sketching and drawing techniques to architectural drawing standards
- regulations, conditions and variables relating to the specific hospitality context:
  - access
  - building conditions
  - building standards
  - decision making processes
  - electricity supply
  - flexibility of structural changes
  - guidelines for traffic flow
  - guidelines relating to the specific use such as health standards
  - lease conditions
  - occupancy rates
  - other occupancy
  - public use patterns
  - safety standards
  - services available
  - size.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - design briefs
  - hospitality environments for design
  - measuring equipment
  - information technology for research and design presentation.


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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFID6014 Design for retail interiors

## Modification History

Release 1. Supersedes and is equivalent to MSFID6005 Design for retail interiors.

## Application

This unit describes the skills and knowledge required to design retail environments for the effective selling of products and services. Retail design covers the application of branding, marketing and consumer research to satisfy the commercial, physiological, psychological, social, cultural and environmental requirements of the interior design brief. Retail environments may be for an entire building or for retail tenancies within larger building complexes.

This unit applies to interior designers.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to construction sites require certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Analyse the project brief | 1.1 Evaluate project specifications, parameters and constraints, and confirm with client<br>1.2 Select resources appropriate to work requirements<br>1.3 Identify key project stakeholders and establish required communication protocols |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Conduct brand analysis and project research | 2.1 Identify and assess aspects of the space that impact on potential solutions through site analysis and measurement<br>2.2 Clarify the intended function of the space and explore with client<br>2.3 Research and evaluate the features of the brand and target market relating to the brief<br>2.4 Determine functional and planning issues specific to the site and client requirements<br>2.5 Identify issues relating to the retail environment and determine their implications for the design project<br>2.6 Organise and collate research material that informs response to the brief using relevant software<br>2.7 Develop and document project plan identifying key steps and responsibilities |
| 3. Develop design concepts | 3.1 Generate multiple ideas and concepts that are sympathetic to the design brief and brand values<br>3.2 Explore, integrate and refine different options through a process of reflection and testing<br>3.3 Identify and address access issues relating the project in design solution<br>3.4 Assess environmental implications of the project and review design concepts to ensure maximum energy efficiency is achieved in solution<br>3.5 Test viability of interrelated ideas in an holistic way<br>3.6 Present concepts to the client using support documentation and tools suited to the scope of the project |
| 4. Design the space | 4.1 Translate ideas into three dimensional (3D) space satisfying functional criteria<br>4.2 Explore evidence of 3D notions through modelling<br>4.3 Present idea with the greatest potential for success to promote the design's acceptance using both 2D and 3D representations<br>4.4 Seek client feedback, agree to and record amendments, and revise and refine ideas<br>4.5 Select a materials palette to enhance spatial ideas<br>4.6 Modify design in response to critical feedback without losing integrity of the design intention |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 5. Revise and refine solution | 5.1 Assess ergonomic and anthropometric principles in respect to the space and the intended products<br>5.2 Further revise spatial planning and resolve in response to client feedback<br>5.3 Select and design materials, colours, finishes, fixtures and fittings appropriate to the concept and brief parameters<br>5.4 Receive feedback through consultation with the client and incorporate into design solution |
| 6. Prepare a fully rendered client presentation | 6.1 Choose presentation method, techniques and media based on suitability for the design solution<br>6.2 Prepare documentation, drawings and material selections that are consistent with the design intent<br>6.3 Complete work to plan and within brief constraints<br>6.4 Analyse client feedback and response to determine success in achieving client satisfaction<br>6.5 Evaluate work through feedback and own reflection, and identify potential improvements for use in future projects |

# Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:

- technology skills to research and present design information and drawings using digital media.

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFID6005 Design for retail interiors.


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# Links

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# Assessment Requirements for MSFID6014 Design for retail interiors

## Modification History

Not applicable.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- developed and presented designs that meet the requirements of the brief for 3 retail interiors that individually or cumulatively include:
  - analysis of brand, client profiles and marketing
  - custom joinery or display designs.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- regulations, conditions and variables relating to the specific retail context:
  - access and accessibility
  - building conditions
  - building standards
  - decision making processes
  - electricity supply
  - egress
  - flexibility of structural changes
  - Fire Resistant Level (FRL) of materials
  - guidelines for traffic flow
  - guidelines relating to the specific use such as health standards
  - lease conditions
  - occupancy rates
  - other occupancy
  - public use patterns
  - safety standards
  - services available
  - size
- Australian Standards, regulatory requirements and the National Construction Code (NCC) affecting the design of retail tenancies within Class 6 buildings:


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  - accessibility
  - egress
  - FRL of materials
- mathematical procedures for estimation and measurement
- branding and marketing, including:
  - brand and brand values
  - brand image
  - client base
  - visual identity
- type and scope of client and/or project brief that informs work in a retail context:
  - budget
  - target market
  - commercial requirements
  - brand analysis
  - point of sale requirements
  - consumer research
  - functional requirements
  - commercial requirements
  - product stock and range
  - retail display requirements
  - lighting
  - signage
  - visual identity
  - way finding
  - shop fronts
  - consumer and user centered processes for design
- how different aspects of space impact on potential solutions, including:
  - colour
  - size
  - shape
  - level of light
  - structural features
- types and features of resources that support the provision of design advice, and how they are used, including:
  - research tools
  - product tools
  - communication tools
- elements and principles of design, their interrelationships, and how they are used in interior design
- ergonomics, anthropometrics, proxemics and aesthetic values


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- design process, key stages and associated planning techniques
- types of information that may inform the design process:
  - commercial
  - cultural
  - environmental
  - historical
  - political
  - technological
- types of creative methodologies used in the design process
- types and features of drawings and other visual presentation techniques used to present design solutions
- digital and non-digital sketching and drawing techniques to architectural drawing standards.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - design briefs
  - retail environments for design
  - measuring equipment
  - information technology for research and design presentation.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFID6015 Design for conservation and restoration projects

## Modification History

Release 1. Supersedes and is equivalent to MSFID6006 Design for conservation and restoration projects.

## Application

This unit describes the skills and knowledge required to follow a design process for the formulation of creative interior design solutions to potentially complex conservation and restoration projects. It includes the need for design solutions to satisfy the physiological, psychological, social, cultural and environmental requirements of the brief and heritage style and conservation conditions.

This unit applies to interior designers.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Analyse the project brief | 1.1 Evaluate project specifications, parameters and constraints, and confirm with client<br>1.2 Select resources appropriate to work requirements and check for operational effectiveness<br>1.3 Identify key project stakeholders and establish required |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | communication protocols |
| 2. Conduct project research | 2.1 Identify and assess aspects of the space that impact on potential solutions through site analysis and measurement<br>2.2 Clarify the intended function of the space and explore with client<br>2.3 Research and evaluate contextual information relating to the brief<br>2.4 Determine functional and planning issues specific to the site and client requirements<br>2.5 Identify issues relating to the conservation and restoration environment and determine their implications for the design project<br>2.6 Organise and collate research material that informs response to the brief using relevant software<br>2.7 Develop and document project plan identifying key steps and responsibilities |
| 3. Develop design concepts | 3.1 Generate multiple ideas and concepts that are sympathetic to the design brief<br>3.2 Explore, integrate and refine different options through a process of reflection and testing<br>3.3 Assess environmental implications of the project and review design concepts to ensure maximum energy efficiency is achieved in solution<br>3.4 Test viability of interrelated ideas in a holistic way<br>3.5 Present concepts to the client using support documentation and tools suited to the scope of the project |
| 4. Design the space | 4.1 Translate ideas into three dimensional (3D) space satisfying functional criteria<br>4.2 Explore evidence of 3D notions through modelling<br>4.3 Present idea with the greatest potential for success to promote the design's acceptance using both 2D and 3D representations<br>4.4 Seek client feedback, agree to and record amendments, and revise and refine ideas<br>4.5 Select a materials palette to enhance spatial ideas<br>4.6 Modify design in response to critical feedback without losing integrity of the design intention |
| 5. Revise and refine | 5.1 Assess ergonomic and anthropometric principles in respect to the |


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| Elements | Performance Criteria |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| solution | space and the intended products<br>5.2 Further review and resolve spatial planning in response to client feedback<br>5.3 Select materials, colours, finishes, fixtures and fittings appropriate to the concept and brief parameters<br>5.4 Receive feedback through consultation with the client and incorporate into design solution |
| 6. Prepare a fully rendered client presentation | 6.1 Choose presentation method, techniques and media based on suitability for the design solution<br>6.2 Prepare documentation, drawings and material selections that are consistent with the design intent<br>6.3 Complete work to plan and within brief constraints<br>6.4 Analyse client feedback and response to determine success in achieving client satisfaction<br>6.5 Evaluate work through feedback and own reflection, and identify potential improvements for use in future projects |

# Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:

- technology skills to research and present design information and drawings using digital media.

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFID6006 Design for conservation and restoration projects.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFID6015 Design for conservation and restoration projects

## Modification History

Release 1. Supersedes and is equivalent to MSFID6006 Design for conservation and restoration projects.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- developed and presented designs that meet the requirements of the brief for 3 conservation and/or restoration interiors.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- Australian Standards and the National Construction Code (NCC)
- mathematical procedures for estimation and measurement
- type and scope of client and/or project brief that informs work in a hospitality context:
  - budget
  - client preferences
  - aesthetic and functional requirements
  - site characteristics
  - timeline
- how different aspects of space impact on potential solutions, including:
  - colour
  - size
  - shape
  - level of light
  - structural features
- types and features of resources that support the provision of design advice, and how they are used, including:
  - research tools
  - product tools
  - communication tools
- elements and principles of design, their interrelationships, and how they are used in interior design


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- ergonomics, anthropometrics, proxemics and aesthetic values
- design process, key stages and associated planning techniques
- types of information that may inform the design process:
  - commercial
  - cultural
  - environmental
  - historical
  - political
  - technological
- types of creative methodologies used in the design process
- types and features of drawings and other visual presentation techniques used to present design solutions
- digital and non-digital sketching and drawing techniques to architectural drawing standards
- regulations, conditions and variables relating to the specific conservation / restoration context:
- issues that typically impact decoration solutions for restoration projects, and how these can be addressed, including:
  - building condition
  - compatibility and matching of new and old materials
  - frameworks that control activity in the building:
    - building standards
    - decision-making processes
    - conservation orders and conditions
    - safety standards
    - occupancy and use guidelines
    - services availability
  - protection and conservation of features.

# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - design briefs
  - conservation and/or restoration environments for design
  - measuring equipment
  - information technology for research and design presentation.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.


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# MSFID6016 Select and monitor contractors

## Modification History

Release 1. Supersedes and is equivalent to MSFID6007 Select and instruct consultants and contractors.

## Application

This unit describes the skills and knowledge required to analyse requirements and select and monitor contractors for an interior decoration or design project. Engagement of contractors may be direct or on behalf of the client.

This unit applies to interior decorators and designers who coordinate the services of multiple contractors to achieve the design solution for the client.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Analyse project requirements | 1.1 Determine contractor requirements from detailed review of proposed design<br>1.2 Identify and document key project activities, interrelationships and timelines<br>1.3 Develop quality and cost criteria based on the project brief and proposed design<br>1.4 Incorporate regulatory, safety, risk and sustainability issues into contractor engagement processes<br>1.5 Develop accurate and comprehensive contractor specifications |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Source and select contractors | 2.1 Research current and relevant information on potential contractors<br>2.2 Collate accurate specifications, technical data and other requested information for potential contractors<br>2.3 Obtain and evaluate contractor qualifications against specifications and nominated quality criteria<br>2.4 Create contractor agreements in writing detailing all costs and product and/or service details<br>2.5 Identify insurances necessary for the engagement of contractors for the specific project |
| 3. Monitor contractors | 3.1 Create documentation for contractors that provides accurate information about project requirements and timelines<br>3.2 Establish communication protocols that facilitate efficient exchange of information and expertise<br>3.3 Evaluate contractor performance against agreements and timelines and take action accordingly to support project quality and integrity<br>3.4 Evaluate information from contractor performance for its application to future work |

# Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:

- technology skills to use digital research and create and present project documentation.

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFID6007 Select and instruct consultants and contractors.


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# Links

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# Assessment Requirements for MSFID6016 Select and monitor contractors

## Modification History

Release 1. Supersedes and is equivalent to MSFID6007 Select and instruct consultants and contractors.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- selected and scheduled contractors for 3 different interior design or decoration projects that individually or cumulatively require 3 different services.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- types of contractors used in interior decoration and design projects, and the interrelationships between them
- mathematical procedures for estimation, measurement and quotation evaluation
- considerations for the engagement and management of contractors:
  - regulatory:
    - Australian Standards and the National Construction Code
    - local government planning approval
    - work site entry legislation
    - licensing
    - heritage regulations
  - sustainability
- sources of information on interior design related services and products
- product and service terminology, features and options, current technology and risk considerations in these key service areas:
  - building and construction
  - cabinetmakers
  - design
  - electrical
  - floor installation and finishing
  - painting
  - picture framing


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  - plastering
  - plumbing
  - soft furnishing
  - tiling
- requirements for contractor briefing and specification documents
- formats and inclusions for written agreements in interior design and decoration projects
- insurance implications of engaging contractors
- project management techniques, including planning and implementation.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - proposed designs
  - information technology for research and document creation.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFID6017 Evaluate design project outcomes

## Modification History

Release 1. Supersedes and is equivalent to MSFID6008 Evaluate design project outcomes.

## Application

This unit describes the skills and knowledge required to identify evaluation criteria and engage in a structured process of critical evaluation to make a judgement about the success of the design outcome. It also includes making suggestions for design improvements based on the evaluation.

This unit applies to designers.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify evaluation criteria | 1.1 Analyse project brief to determine key design requirements<br>1.2 Verify problems or underlying factors to be addressed in the project brief<br>1.3 Identify communication requirements for the project<br>1.4 Research and identify current industry design trends relating to project brief<br>1.5 Research and identify workplace and industry standards in relation to design presentation<br>1.6 Research and verify quality and evaluation criteria that apply to design processes |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Apply evaluation criteria | 2.1 Examine design drawings, and all associated documentation to identify all features of the finished design against the original design concept<br>2.2 Evaluate the design and all specifications against project brief to check consistency<br>2.3 Evaluate the design and use critical reflection to determine how well elements and principles of design have been applied<br>2.4 Evaluate the design for consistency with current industry trends and influences<br>2.5 Evaluate the design against client requirements, including adherence to time and budget<br>2.6 Evaluate the design for quality and innovation<br>2.7 Evaluate processes engaged to develop finished design for effectiveness in achieving final design outcomes |
| 3. Suggest design improvements | 3.1 Examine and document factors affecting the outcome of the project<br>3.2 Use collaboration and critical thinking to inform suggestions for improving that design and how it meets the established design criteria<br>3.3 Use technical design skills to reflect evaluation outcomes and communicate improvements<br>3.4 Identify and test potential design improvements for viability<br>3.5 Achieve design improvements through selection, adaptation and introduction of materials, tools, technology and design processes<br>3.6 Respect intellectual and copyright requirements when incorporating ideas from others<br>3.7 Compile and produce evaluation report that addresses key criteria |

# Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:

- technology skills use digital research and create evaluation reports.


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Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Supersedes and is equivalent to MSFID6008 Evaluate design project outcomes.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFID6017 Evaluate design project outcomes

## Modification History

Release 1. Supersedes and is equivalent to MSFID6008 Evaluate design project outcomes.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- evaluated the outcomes of 3 interior design projects, including 1 residential and 1 commercial design
- demonstrated skills in:
  - collaboration
  - using critical thinking processes
  - reflective practice.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- Australian Standards and National Construction Code (NCC) relevant to interior design
- elements and principles of design, including liveability and accessibility
- ergonomics, anthropometrics, proxemics and aesthetic values
- sustainability considerations for interior design
- how to determine evaluation criteria for interior design projects, and how these may vary
- how to establish evaluation criteria for interior design projects and key considerations:
  - the design process and its application
  - application of elements and principles of design
  - consistency with project brief – client needs, budget, timeline
  - adherence to compliance requirements
  - sustainability outcomes
  - suitability for current interior design trends and expectations
  - compliance with building standards
- models and processes for collaboration, evaluation and reflective practice, including:
  - how to establish a personal work methodology
  - how to work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity
  - ways of communicating and presenting ideas and critiques
  - how to initiate new ideas and work techniques


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  - how to experiment in both the planning of projects and methods of execution
- types and features of drawings and other visual presentation techniques used to present interior design solutions - digital and non-digital.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - completed designs and supporting design documentation
  - information technology for research and document creation.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFID6018 Apply 3D digital visualisation techniques to represent interior designs

## Modification History

Release 1. Supersedes and is equivalent to MSFID6002 Apply 3-D visualisation techniques to represent interior designs.

## Application

This unit describes the skills and knowledge required to select and apply digital rendering techniques to three dimensional (3D) computer aided design (CAD) models and create realistic visualisations of interior design projects for the purpose of design development and presentation.

This unit applies to interior designers.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Analyse project | 1.1 Review, confirm and clarify project brief<br>1.2 Assess and confirm parameters for the project<br>1.3 Select resources appropriate to work requirements and check for operational effectiveness<br>1.4 Establish and maintain communication with relevant personnel in accordance with project requirements and/or workplace practices |
| 2. Select rendering | 2.1 Determine rendering requirements for project presentation |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| techniques | requirements<br>2.2 Select rendering software with capability to achieve desired effects within the project timeframe and budget<br>2.3 Assess equipment suitability for rendering software and achieving desired effects<br>2.4 Plan rendering tasks in accordance with project requirements |
| 3. Apply rendering functions | 3.1 Select and apply image resolutions to meet project requirements<br>3.2 Select and apply ratios to meet project requirements<br>3.3 Adjust renderer attributes to obtain desired visual effects |
| 4. Check render integrity and quality | 4.1 Test and refine render integrity through critical evaluation<br>4.2 Identify and re-link missing images and textures to obtain required quality<br>4.3 Test render duration for optimising process<br>4.4 Test alpha channels and opacity matts<br>4.5 Test render layers and passes |
| 5. Optimise images for render processes | 5.1 Identify and complete relevant pre-rendering optimisations tasks<br>5.2 Adjust and refine renderer attributes to optimise render duration<br>5.3 Select appropriate file output format, file names and output destinations<br>5.4 Select appropriate file names and output destinations |
| 6. Render model and extract selected views | 6.1 Complete final rendering processes and review to ensure compliance with system and client requirements<br>6.2 Correctly format files for required print and digital presentation outputs<br>6.3 Store in accordance with system requirements |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

Supersedes and is equivalent to MSFID6002 Apply 3-D visualisation techniques to represent interior designs.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFID6018 Apply 3D digital visualisation techniques to represent interior designs

## Modification History

Release 1. Supersedes and is equivalent to MSFID6002 Apply 3-D visualisation techniques to represent interior designs.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- used creative and critical thinking processes to render digital models for representation of interior design project intentions using digital software applications, and created rendered perspective views, including the creation of the following effects:
  - lighting
  - shading
  - rendering
  - furniture and fittings
  - reflections and translucency
  - foreground objects
  - integrating realistic background and views
  - accurate representation of materiality and texture
  - mood and atmosphere
  - simulated day and night-time effects
  - texturing.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- elements and principles of design
- ergonomics, anthropometrics, proxemics and aesthetic values
- mathematical procedures for estimation and measurement
- standards, requirements, policies and procedures for producing digital rendering
- types of digital rendering software packages, their features and capabilities, and how they are manipulated to achieve desired outcomes
- the digital rendering process and how it can be optimized
- equipment requirements and procedures for their safe use, operation and maintenance
- types of problems with digital rendering and how they can be resolved


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- methods of storage for rendered components
- procedures for the recording, reporting and maintenance of digital rendering records and information
- applying rendering tasks using and refining render components for best performance
- techniques for visualising 2D notions into 3D space.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - completed designs in modelling software for extraction
  - digital hardware and software.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFID6019 Produce digital presentations for commercial projects

## Modification History

Release 1. Supersedes and is equivalent to MSFID6009 Produce digital presentations for commercial projects.

## Application

This unit of competency describes the skills and knowledge required to prepare, produce and present digital presentations for interior design projects in accordance with project briefs.

This unit applies to interior designers.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Assess project presentation requirements | 1.1 Review and clarify brief to determine presentation requirements<br>1.2 Assess and confirm parameters for the project<br>1.3 Select resources appropriate to work requirements and check for operational effectiveness<br>1.4 Establish and maintain communication with others |
| 2. Prepare for digital presentation | 2.1 Measure space to obtain all dimensions and specifications<br>2.2 Examine and plan placement of products and accessories as well as application of finishes<br>2.3 Assess and plan the spatial organisation of the area in accordance |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | with its intended use<br>2.4 Explore options and potential innovative approaches for digital presentation solutions<br>2.5 Prepare initial presentation and discuss and negotiate ideas and concepts with client and other stakeholders |
| 3. Produce digital presentation | 3.1 Critically evaluate and compare digital presentation options<br>3.2 Develop project-specific digital methodologies based on evaluation of options<br>3.3 Manage and use electronic business files and financial tools to assist in the development of the presentation<br>3.4 Produce and check final digital presentation for client communication |
| 4. Present digital presentation | 4.1 Present to the client, selling the attributes of the design solution<br>4.3 Produce and include materials and product schedules in the final digital presentation<br>4.4 Produce floor plan(s) and elevations to portray placement of products and specify finishes using rendering techniques and portray digitally<br>4.5 Support digital presentation with colour boards and detailed drawings in accordance with project requirements |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFID6009 Produce digital presentations for commercial projects.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFID6019 Produce digital presentations for commercial projects

## Modification History

Release 1. Supersedes and is equivalent to MSFID6009 Produce digital presentations for commercial projects.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- used creative and critical thinking processes to produce a digital presentation for an interior design commercial project consisting of plans, elevations and/or sections and three dimensional (3D) views for 3 different spaces.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement
- elements and principles of design
- ergonomics, anthropometrics, proxemics and aesthetic values
- types of digital presentation methods for different contexts
- types of digital software packages for presentation of interior designs, their features and capabilities and how they are used to achieve desired outcomes
- techniques for interpreting 2D notions into 3D space
- digital presentation development and use
- standards, requirements, policies and procedures for producing digital presentations
- equipment and procedures for their safe use, operation and maintenance
- procedures for the recording, reporting and maintenance of digital records and information
- types of problems with digital presentations and how they can be resolved.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - design briefs and associated concepts and design solutions for representation that need to be digitally presented
  - digital hardware and software.


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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFID6020 Develop commercial interior design project documentation

## Modification History

Release 1. Supersedes and is not equivalent to MSFID5004 Specify structural elements, systems and services for interior spaces.

## Application

This unit describes the skills and knowledge required to produce commercial interior design project documentation using computer-aided design (CAD) programs. Project documentation covers researching, resolving and detailing through drawings, the materials, construction methods and building services associated with retail, hospitality, and workplace interior design projects. Designs may be for the fit-out of entire buildings or for tenancies within larger buildings, new or existing.

This unit applies to interior designers.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior decoration and design work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Interior design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Confirm detailed design requirements | 1.1 Confirm documentation requirements through analysis of the design proposal<br>1.2 Analyse the site and building construction to identify structural and |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | service implications of proposed design<br>1.3 Identify building classification and review regulatory implications of proposed design<br>1.4 Identify building services, and implications of proposed design<br>1.5 Identify and respond to the need for professional advice on design viability<br>1.6 Identify and plan appropriate digital drawing schedule based on review of required project trades, construction and requirements |
| 2. Research and resolve interior details | 2.1 Research methods of construction and assembly for the proposed interior elements<br>2.2 Research materials, hardware and fixtures appropriate for the scope of the project<br>2.3 Modify and resolve details to meet requirements and prepare detailed development drawings<br>2.4 Seek client feedback and agree on any modifications |
| 3. Prepare digital construction documentation | 3.1 Develop accurate and fully dimensioned plans, sections and reflected ceiling plans with required annotations<br>3.2 Develop fully dimensioned and annotated details for material junctions, wall construction, ceiling elements<br>3.3 Identify services requirements and accurately integrate into documentation<br>3.4 Include all required information related to substrate, finish, junctions and fixings<br>3.5 Develop associated accurate, itemised specification notes and schedules in accordance with job requirements<br>3.6 Seek and incorporate client feedback on any design changes and on detail design development |
| 4. Manage documentation package and quality control | 4.1 Maintain current and accurate drawing register<br>4.2 Develop and implement coding and numbering system for drawings<br>4.3 Manage drawing amendments in accordance with agreed processes and procedures<br>4.4 Produce document package in required formats |


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## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFID6020 Develop commercial interior design project documentation

## Modification History

Release 1. Supersedes and is not equivalent to MSFID5004 Specify structural elements, systems and services for interior spaces.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- developed digital drawings, specifications and schedules for 3 commercial interior designs that individually or cumulatively include:
  - class 5 or above buildings or projects with multi-classification
  - spaces with multiple levels
  - designs with structural requirements
  - service requirements
  - detailing of custom joinery
- produced complete documentation package in 2 different formats.
-

## Knowledge Evidence

- role of Australian Standards and the National Construction Code (NCC) and statutory planning regulations affecting commercial interior design in class 5 or above buildings or multi-classification buildings for:
  - aged care facilities
  - bar and/or restaurant projects
  - hotels
  - retail projects
  - workplaces
- commercial building classes, their features, regulatory framework and impact on interior fit-out requirements:
  - accessibility
  - acoustic controls
  - energy ratings
  - fire egress and exit pathways
  - floorplate densities
  - fire rating level (FRL) requirements of materials


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  - natural and artificial light
  - natural and mechanical ventilation
  - sustainability score systems and/or indexes
  - toilets and/or sanitary provisions
- sources of professional advice on building and construction
- mathematical procedures for estimation, measurement and use of computer aided drawing technology
- computer aided drawing techniques, building and architectural terminology and architectural drawings conventions:
  - coding
  - cross referencing
  - line weights
  - scale
  - symbols
- scope of commercial interior design projects, and when an architect or structural engineer needs to be involved
- break-down of projects into logical parts based on the construction process and the type of drawings and documentation required for different trades
- construction of built interior elements, load bearing and non-load bearing, and how they are represented on drawings and specifications:
  - beams and columns
  - ceilings, ceiling components, and integrated services
  - doors and assemblies
  - floors and flooring systems and integrated services
  - stairs and balustrades
  - walls, partitions, glazing and components
- materials used in commercial interior design fit-outs, the fundamental techniques of how they are applied, fixed and detailed through drawing and schedules:
  - floor materials, junctions and offsets
  - formats and required inclusions for design specifications
  - FRL requirements
  - glazing and doors
  - interior claddings
  - wall linings
- architectural elements in commercial interiors, their features, regulatory requirements structural implications, and how they are represented on architectural drawings:
  - building cores
  - lifts and lift lobbies
  - service and utility spaces
  - stairs and fire stairs
  - tenancy separations and fire separation


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  - toilets
  - voids and atrium
- custom joinery for commercial interior design, the fundamental techniques of how they are assembled, constructed and detailed through drawing:
  - architectural hardware
  - bars
  - built-in furniture and seating
  - ceiling features
  - concealed lighting
  - display systems
  - integrated technology
  - platforms and/or raised floors
  - point of sale display systems
  - reception desks
  - storage
  - substrates and finish material
  - workstations
- commercial building construction and how to interpret architectural and engineering drawings:
  - beams and/or trusses
  - concrete
  - curtain walls and external glazing
  - glass
  - masonry
  - steel
  - structural grids
- structural implications and limitations for interior design in commercial buildings:
  - impact of interior floor and ceiling penetrations
  - impact of changes to interior load bearing elements
  - structural integration of new interior elements with existing (or proposed) building
- commercial kitchen documentation requirements and associated regulations
- types of services in commercial and multi-residential buildings, their features, regulatory requirements and how they are represented on detailed design drawings:
  - acoustics
  - electrical
  - environmental controls
  - hydraulics
  - information and communications technology (ICT)
  - lighting
  - mechanical ventilation.


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- documentation management and controls:
  - amendments and multi-access drawing protocols
  - drawings codes and cross-referencing
  - drawings schedules
  - file management – cloud, print and digital
  - quality control
- formats and required inclusions for schedules and design specifications:
  - door schedules
  - fixtures, furniture and equipment schedules
  - materials schedules.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - design information for documentation
  - information technology hardware
  - CAD software.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFKB2001 Prepare for cabinet installation

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers preparing a site and confirming completeness of cabinets and components required for installation. It requires checking of job information and identifying quality issues.

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

Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

## Pre-requisite Unit

## Competency Field

## Unit Sector

Kitchens and Bathrooms

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Follow work health and safety (WHS) procedures for on-site work | 1.1 | WHS responsibilities for on-site work are identified |
| | | 1.2 | All legislative requirements are adhered to in work activity |
| | | 1.3 | Personal protective equipment is used according to workplace practices |
| 2 | Prepare workplace | 2.1 | Installation plan is checked to identify requirements relevant to own work |


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| | | |
|---|---|---|
| | | 2.2 Tools and equipment required for installation are located and checked for operational readiness |
| | | 2.3 Area is cleared and prepared for operations |
| | | 2.4 Power source is identified and accessed for power tools |
| 3 | Confirm cabinet readiness for assembly and installation | 3.1 Cabinet components are identified and checked against delivery documentation and installation plan to confirm completeness |
| | | 3.2 Cabinet components are transported from delivery vehicle to site in a manner that prevents injury to self and others or damage to cabinets |
| | | 3.3 Cabinets and components are assessed for quality |

# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individual to demonstrate some discretion, judgement and problem solving
- work is conducted to assist in the installation of cabinets in


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| | |
|---|---|
| | new or renovated kitchens and bathrooms<br>• cabinets include flat pack pre-cut cabinets, made to measure manufactured board, or solid timber cabinets within a kitchen, bathroom or other domestic environment |
| **Installation plans include:** | • drawings and specifications<br>• component lists<br>• cabinet layout and design information<br>• installation instructions |
| **Tools and equipment include:** | • screws, nails, bolts and wall plugs<br>• cabinets<br>• components<br>• glues and finishes<br>• hand and power tools<br>• measuring devices |
| **Cabinet components include:** | • hinges, runners and latches<br>• locks<br>• handles<br>• drawer runners and slides<br>• legs, plinths and kickboards<br>• door and drawer systems<br>• cabinet sections |
| **Quality assessment of components includes:** | • checks for completeness<br>• scratches<br>• chips and markings<br>• colour and texture variations |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFKB2001A Prepare for cabinet installation.



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# Links

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# Assessment Requirements for MSFKB2001 Prepare for cabinet installation

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Prepare the installation site for cabinet installation and use mathematical ideas and techniques to correctly complete measurements and calculate areas for cabinetry
- Assemble all necessary tools, equipment and cabinetry components for the installation
- Conduct quality checks on components prior to installation and report readiness of the site for the installation work
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Safe work practices
- Documentation procedures
- Quality checking procedures
- Symbols and terminology on plans and drawings
- Features of cabinets and components

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 cabinet installation.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFKB2002 Provide assistance in cabinet installation

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers assisting in the on-site installation of cabinets for kitchens or bathrooms. It includes assembling cabinets, fitting components, and fixing cabinets to wall and floor surfaces, and making a limited range of adjustments in the installation of new or renovated kitchens and bathrooms.

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

Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

## Pre-requisite Unit

## Competency Field

## Unit Sector

Kitchens and Bathrooms

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Lay out components and materials according to installation plan | 1.1 | Work health and safety (WHS) requirements, including personal protective equipment are identified |
| | | 1.2 | Floor layout and individual cabinet construction requirements are determined from the installation plan or through checking with supervisor or tradesperson |
| | | 1.3 | Components are laid out to match sequence of assembly |
| | | 1.4 | Product codes and labels are checked for any special |


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| | | | |
|---|---|---|---|
| | | | installation requirements |
| 2 | Assemble carcass | 2.1 | Joining methods are applied according to the installation plan or instructions from supervisor or tradesperson |
| | | 2.2 | Facings are completed |
| | | 2.3 | Carcass levels are checked |
| | | 2.4 | Components are attached |
| | | 2.5 | Minor adjustments are made according to instruction from supervisor or tradesperson |
| | | 2.6 | Carcasses are completed and checked for quality against instructions |
| | | 2.7 | Hand and power tools are used safely and according to operating instructions |
| 3 | Fix cabinets as specified by site supervisor or tradesperson | 3.1 | Cabinet fixing techniques are confirmed with supervisor or tradesperson according to site requirements |
| | | 3.2 | Cabinets are fixed to walls and floors according to the installation plan and instruction of supervisor or tradesperson |
| | | 3.3 | Components are fixed according to installation instructions |
| 4 | Finish work | 4.1 | Cabinets are cleaned and checked for quality |
| | | 4.2 | Site is cleaned and all tools put away |
| | | 4.3 | Project documentation is completed |
| | | 4.4 | Waste is disposed of according to environmental standards |
| | | 4.5 | Property is secured |

# 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.


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individual to demonstrate some discretion, judgement and problem solving
- cabinets include flat pack, pre-cut, made to measure manufactured board or solid timber cabinets within a kitchen, bathroom or other domestic environment
- on-site installation work covered by this unit is undertaken under direction of a qualified tradesperson or supervisor

**Components include:**

- hinges, runners and latches
- locks
- handles
- drawer runners and slides
- legs, plinths and kickboards
- door and drawer systems
- cabinet sections

**Joining methods include:**

- screws and hinges
- adhesives
- patented devices
- connectors

**Hand and power tools include:**

- drills
- jigs
- hammers
- screwdrivers
- power saws
- drop saws

**Cabinet fixing techniques include:**

- glue
- staples
- bolts
- screws


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| | |
|---|---|
| **Secured includes:** | • wall plugs<br>• locked<br>• services turned off<br>• work area sealed off |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFKB2002A Provide assistance in cabinet installation.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFKB2002 Provide assistance in cabinet installation

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Prepare the installation site for cabinet installation by checking measurements and laying out carcasses to fit
- Effectively and safely interpret and implement work instructions to assemble and install cabinets that are level, correctly located and meet specifications
- Efficiently and safely use required hand and power tools to assist in installation of cabinet components
- Clean up installation site and installed components after completing work
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Follow instruction of supervisor and work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Assembly processes for cabinets
- Safe work practices
- Documentation procedures
- Quality checking procedures
- Symbols and terminology on plans and drawings
- Features of cabinet components


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# 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 cabinet installation.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFKB3002 Determine requirements for installation of cabinets

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers assessing a site, including walls, floors, appliances, services and other structural components, to determine implications and modifications required for location and installation of cabinets.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking kitchen and bathroom work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

## Pre-requisite Unit

## Competency Field

## Unit Sector

Kitchens and Bathrooms

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Access the site | 1.1 | Project brief and plans are revived to guide site assessment |
| | | 1.2 | Site access is arranged with client |
| | | 1.3 | Required access for materials and equipment is determined |
| | | 1.4 | On-site work health and safety (WHS) procedures are followed |
| | | 1.5 | Other work procedures being undertaken at the site for |


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| | | | impact on installation work are evaluated |
| 2 | Identify construction features that impact on cabinet installation | 2.1 | Wall construction and features are examined to determine implications for cabinet installation |
| | | 2.2 | Flooring construction and features are examined to determine implications for cabinet installation |
| | | 2.3 | Other structural features are analysed to determine implications for cabinet installation |
| 3 | Identify installation requirements of appliances | 3.1 | Appliances are examined to confirm location and placement in cabinets |
| | | 3.2 | Installation requirements for appliances are examined using manuals to determine implications for cabinet installation |
| 4 | Determine implications for layout or design | 4.1 | Services and appliances are accessed to identify any compliance issues for layout or design |
| | | 4.2 | Development plan and site assessment is used to determine implications for design and cabinet construction |
| | | 4.3 | Sequence for cabinet installation is determined according to site findings |
| 5 | Document installation requirements | 5.1 | Findings from site assessment are documented to inform adjustments that are required to the design layout and cabinet construction |
| | | 5.2 | Information is recorded using industry standards |

# 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


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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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individual to demonstrate some discretion, judgement and problem solving<br>• work is conducted by on-site cabinet installers to determine any modifications required to cabinets, design or positioning before installation is conducted<br>• cabinets include custom-made or mass manufactured and include complete components, such as doors, shelves and drawers |
| **Site assessment includes:** | • assessing structural aspects, including flooring, walls, ceiling, roof construction, other structural features, windows and doors, which may impact on design or installation work<br>• determining material use, including use of asbestos<br>• access<br>• services, such as ventilation, plumbing, drainage, power and lighting<br>• waterproofing<br>• demolition requirements<br>• assessing building information, plans, drawings and materials data<br>• assessing levels and squareness of walls and floors<br>• conducting measurements |
| **Wall construction includes:** | • solid masonry<br>• stud frame<br>• load bearing members<br>• non-load bearing members<br>• bracing<br>• squareness<br>• level<br>• skirting boards |
| **Flooring construction includes:** | • concrete slab<br>• timber<br>• steel |


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|---|---|
| | • under floor access<br>• squareness<br>• levels<br>• skirting boards |
| **Other structural features include:** | • beams<br>• columns<br>• structural damage<br>• finish<br>• ledges |
| **Features of electrical service include:** | • position and number of power outlets<br>• adequacy of supply<br>• data and communications cabling<br>• location near other services |
| **Other services include:** | • gas<br>• data<br>• communications<br>• plumbing<br>• air extraction<br>• conditioning<br>• vents |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturers specifications and operational procedures<br>• measurements<br>• quotes<br>• specifications<br>• design adjustments |

# Unit Mapping Information

Supersedes and is equivalent to LMFKB3002A Determine requirements for installation of cabinets.



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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFKB3002 Determine requirements for installation of cabinets

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- 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
- Conduct a site assessment and identify all issues that will impact on the installation of cabinets and appliances including floor and wall construction and other structural elements of the site and availability and location of required services
- Identify limitations of cabinet construction and implications for design, including compliance issues for work and levelling required
- Complete detailed documentation to inform installation, including site conditions, sequence of component installation and quality standards that apply
- Apply quality standards, Australian Standards and resource information appropriate to cabinet construction and installation on site, including accessing and apply appropriate requirements set out in the Building Code of Australia (BCA)
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Roles of trades in the kitchen and bathroom industry
- Planning processes
- Processes used for the construction of cabinets
- Features of cabinets and components used in kitchen and bathroom projects
- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for assessing a site


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- Organisational and site standards, requirements, policies and procedures for assessing a site
- The role of Australian Standards and the BCA
- Characteristics of materials, products and defects
- Procedures for documenting workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements
- Established communication channels and protocols
- Relevant problem identification and resolution techniques
- Basic building and architectural terminology
- Common structural and non-structural components of a residential building
- Materials and methods involved in interior refurbishment
- Local regulations/councils
- Construction techniques/technologies
- Statutory planning regulations affecting kitchens and bathrooms

# 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. Evidence is required of effectively planning cabinet installation in at least two different sites.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, supervisor's reports, completed projects or 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 tools required for site assessment and plans, drawings and manuals relating to project.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFKB3003 Check and measure fit of cabinets

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers taking measurements on-site and checking cabinetry to ensure accurate fit. It requires assessment of levels and squareness of walls and floors and other structural components to determine adjustments required on cabinets to ensure exact fit.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking kitchen and bathroom work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

## Pre-requisite Unit

## Competency Field

## Unit Sector

Kitchens and Bathrooms

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Conduct site measurements | 1.1 | Access to site is obtained according to project guidelines and work health and safety (WHS) procedures |
| | | 1.2 | Measuring devices are selected and prepared for use |
| | | 1.3 | Site measurements are made and recorded according to industry standards |
| | | 1.4 | Levels and squareness of walls and floor are established |
| | | 1.5 | Other structural aspects of site that impact on installation are measured and recorded |


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| | | | |
|---|---|---|---|
| 2 | Assess measurements against cabinet dimensions | 2.1 | Cabinet dimensions are determined from cabinet or construction plans |
| | | 2.2 | Site measurements are checked to identify any discrepancies from cabinet installation requirements |
| 3 | Identify required adjustments | 3.1 | Adjustments are calculated to ensure proper installation |
| | | 3.2 | Cabinets and walls or floor are marked up to inform required adjustments |
| | | 3.3 | Workplace documentation is completed |

# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individual to demonstrate some discretion, judgement and problem solving
- work is conducted by on-site installers of cabinets in kitchens, bathrooms and other ancillary areas in residential situations
- cabinets include custom-made or mass manufactured and include complete components, such as doors, shelves and drawers


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| | |
|---|---|
| **Measuring devices include:** | • tape measures<br>• laser beams<br>• angle readers<br>• rulers |
| **Other structural aspects include:** | • structural damage<br>• finish<br>• ledges<br>• skirting boards<br>• service outlets<br>• vents<br>• gas, data, communications, air extraction and conditioning vents |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFKB3003A Check and measure fit of cabinets.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFKB3003 Check and measure fit of cabinets

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Identify and accurately measure and record structural aspects that impact on cabinet construction and installation identifying any inconsistencies in measurements
- Mark up the installation site according to confirmed measurements to correctly inform installers on cabinet location and fit
- Complete detailed documentation on measurements, cabinet location and installation sequence to inform installation
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Processes used for the construction of cabinets
- Features of cabinets and components used in kitchen and bathroom projects
- State or territory WHS legislation, regulations, standards and codes of practice relevant to on-site work
- The role of Australian standards and the Building Code of Australia (BCA)
- Characteristics of materials, products and defects
- Procedures for documenting workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Relevant problem identification and resolution techniques


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- Basic building and architectural terminology
- Common structural and non-structural components of a residential building

## 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. Evidence must be obtained of cabinet measure and fit operations in at least two different installation sites.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, supervisor's reports, completed measure and fit for projects and relevant 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 tools required for measurement, and plans, drawings and manuals relating to project.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFKB3004 Conduct on-site adjustments to cabinets and components

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers determining required cabinet adjustments, selecting appropriate techniques, and making and checking the adjustments to pre-made cabinets in order to achieve accurate fit at site of installation.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking kitchen and bathroom work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

## Pre-requisite Unit

## Competency Field

## Unit Sector

Kitchens and Bathrooms

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Determine required adjustment techniques | 1.1 | Access to site is obtained according to project guidelines and work health and safety (WHS) procedures |
| | | 1.2 | Measurements and required adjustments are examined |
| | | 1.3 | Problem-solving skills are applied and techniques selected to conduct adjustments with minimal disruption to cabinet construction |
| | | 1.4 | Cabinet design is checked to ensure design and industry |


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|---|---|---|---|
| | | | standards will be maintained with completion of cabinet adjustments |
| 2 | Make adjustments | 2.1 | Cabinet markings are inspected and confirmed to ensure accurate adjustments |
| | | 2.2 | Adjustments are conducted using appropriate techniques and tools |
| | | 2.3 | Area is cleaned and rubbish disposed of according to environmental standards |
| 3 | Confirm accurate fit | 3.1 | Measurements are made to ensure cabinet readiness for installation |
| | | 3.2 | Edges and lines are measured to ensure fit is straight and flush |
| | | 3.3 | Doors, drawers, runners, handles and latches are checked for correct alignment |
| | | 3.4 | Tolerances are checked to ensure standards are achieved |
| | | 3.5 | Workplace documentation is completed |

# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative


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| | |
|---|---|
| | obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individual to demonstrate some discretion, judgement and problem solving<br>• work is conducted by installers of cabinets in residential situations and is based on measurements taken at the site of installation<br>• cabinets include custom-made or mass manufactured and include complete components, such as doors, shelves and drawers |
| **Problem-solving skills include:** | • re-examining plans and drawings<br>• comparing measurements<br>• determining root cause<br>• applying product knowledge to situation<br>• discussing issue with colleagues<br>• comparing alternative techniques<br>• assessing pros and cons of options<br>• applying principles of construction to situation<br>• identifying associated hazards |
| **Adjustments include:** | • planing<br>• sanding<br>• drilling<br>• screwing<br>• aligning<br>• gluing<br>• fixing |
| **Workplace documentation includes:** | • design drawings and plans<br>• order forms<br>• quality documentation<br>• job forms<br>• specifications |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |


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# Unit Mapping Information

Supersedes and is equivalent to LMFKB3004A Conduct on-site adjustments to cabinets and components.

# Links

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# Assessment Requirements for MSFKB3004 Conduct on-site adjustments to cabinets and components

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Take and record accurate measurements of installed cabinets and apply appropriate problem-solving techniques to determine the necessary adjustment required for on site cabinetry
- Complete operations to adjust cabinets using hand and power tools safely and efficiently using identified techniques that do not damage the cabinetry or site structure
- Conduct quality checks on adjusted cabinets to ensure they meet specifications
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Processes used for the construction and modification of cabinets
- Features of cabinets and components
- State or territory WHS legislation, regulations, standards and codes of practice relevant to on-site work
- Characteristics of materials, products and defects
- Procedures for documenting workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Relevant problem identification and resolution techniques


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# 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. Evidence must be provided of correct adjustment of cabinetry components in at least two installation sites.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence and supervisor's reports.
- 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 tools required for measurement and completing adjustments; and plans, drawings and manuals relating to project.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFKB3005 Fabricate cabinets for the built-in environment

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers planning production processes, and constructing and assembling components to fabricate cabinets that meet predetermined specifications in a manufacturing workshop environment. It includes operating computer numerically controlled (CNC) and static machines.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Kitchens and Bathrooms

## Elements and Performance Criteria

| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
|---|---|
| 1 Plan cabinet construction | 1.1 Workplace health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.2 Drawings, specifications and customer instructions are completed or interpreted, including design, tolerances, process, materials, finish and quantity |
| | 1.3 Construction techniques to be used in cabinet manufacture are identified and selected |
| | 1.4 Industry standards for cabinet construction are determined |
| | 1.5 Construction and assembly sequence is planned |


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|---|---|---|---|
| | | 1.6 | A cutting list is developed from the plan |
| | | 1.7 | Tools, machines and equipment suitable for construction are identified and checked for safe and effective operation |
| | | 1.8 | Procedures for checking quality at each stage of the process are determined |
| | | 1.9 | Work area is cleared and prepared for production |
| 2 | Select and prepare materials for cabinet construction | 2.1 | Features, benefits and limitations of materials and components used for cabinet construction are identified |
| | | 2.2 | Surface treatments used for cabinets in a range of applications are identified |
| | | 2.3 | Industry standards for materials used in cabinets are identified |
| | | 2.4 | Materials to meet the customer requirements are selected and prepared for use |
| 3 | Select and prepare cabinet components | 3.1 | Features, benefits and limitations of components used for cabinets in a range of applications are identified |
| | | 3.2 | Components to meet the customer requirements are selected and prepared for use |
| 4 | Construct cabinets | 4.1 | Observe WHS requirements, including personal protection needs, throughout the work |
| | | 4.2 | Use tools, machines and equipment in accordance with safety requirements and manufacturer specifications |
| | | 4.3 | Cut and form materials in accordance with the plan |
| | | 4.4 | Cabinets are manufactured and checked against set-outs for tolerances, fit and accuracy |
| | | 4.5 | Product is checked against plans at identified checkpoints |
| 5 | Assemble cabinets | 5.1 | Cabinets are assembled using components identified in construction plan |
| | | 5.2 | Components are attached and checked against set-outs for accuracy, fit, twist and distortion |
| | | 5.3 | Doors, drawers and shelves are assembled and fitted |


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5.4 Product is prepared for final finish, including the removal of bruises, scratches, dents and marks

5.5 Work area is cleaned and rubbish disposed of according to environmental standards

5.6 Workplace documentation is completed

# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individual to demonstrate some discretion, judgement and problem solving

**Construction techniques include:**

- use of CNC or static machinery
- computer-aided manufacturing (CAM)

**Tools, machines and equipment include:**

- CNC equipment
- static machines
- hand and power tools
- measuring devices

**Materials include:**

- glass
- particleboard
- fibre board


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| | |
|---|---|
| | • solid timber<br>• veneer<br>• vinyl<br>• laminates<br>• adhesives<br>• tops<br>• edges |
| **Surface treatments include:** | • lacquers, polishes and oils<br>• laminates<br>• paints |
| **Range of applications includes:** | • kitchens or bathrooms<br>• other domestic settings, such as laundries |
| **Components include:** | • baskets<br>• rollers<br>• hinges<br>• dowel<br>• pins<br>• cams<br>• metal frames<br>• connectors<br>• patented devices<br>• handles |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFKB3005A Fabricate cabinets for the built-in environment.



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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFKB3005 Fabricate cabinets for the built-in environment

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- 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
- Interpret and apply information from plans and drawings to inform the materials required, sequence of operations and assembly techniques for fabrication of cabinets
- Identify and source materials and components used in cabinets for kitchens, bathrooms and other residential settings specified in the design plan and specifications
- Plan fabrication process for cutting, forming and finishing cabinet components and construct and assemble cabinets using hand and power tools safely and efficiently to meet the design specifications
- Determine that fabricated cabinets meet specified quality outcomes, complete housekeeping and reporting requirements
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Minimise wastage of resources, including materials, time and money
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

## Knowledge Evidence

- Processes used for the construction of cabinets
- Features of cabinets and components used in kitchen and bathroom and other residential projects
- State or territory WHS 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


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- Relevant problem identification and resolution techniques

## 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. Evidence must be provided of fabrication of at least two different cabinet fabrication projects
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor's reports, completed cabinet fabrication 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 required for constructing and assembling cabinets.
- Access is required to tools and equipment required for constructing and assembling cabinets; and plans, drawings and manuals relating to work.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFKB3006 Install fitted cabinets and components

## Modification History

Release 2. Minor upgrades. Supersedes and is equivalent to MSFKB3006 Install fitted cabinets and components (Release 1)

Release 1. New unit of competency

## Application

This unit of competency covers installing cabinets in residential and commercial environments according to specifications and design plans, including the application of selected components to achieve a quality finish. It includes accessing and applying information and instructions for the use of components and cabinet products.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking kitchen and bathroom work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work* (ASCC 2007).

## Pre-requisite Unit

## Competency Field

## Unit Sector

Kitchens and Bathrooms

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. |
|---|---|---|
| 1 | Determine requirements for cabinet components | 1.1 Workplace health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.2 Information resources for cabinet components is identified and accessed to inform the installation |
| | | 1.3 Features of components are identified and verified as |


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| | | | |
|---|---|---|---|
| | | | suitable for the application |
| | | 1.4 | Tools and equipment required for applying components are identified and prepared |
| | | 1.5 | Cabinets are checked to ensure markings and holes required for components are correctly located |
| 2 | Install cabinets | 2.1 | Designs or plans are interpreted to determine cabinet installation requirements |
| | | 2.2 | Cabinet markings are confirmed to ensure accurate installation |
| | | 2.3 | Measurements are made to confirm fit |
| | | 2.4 | Cabinets are installed according to plans and specifications |
| | | 2.5 | Appliance installation requirements and service features are accommodated in installation |
| | | 2.6 | Components are fixed according to cabinet requirements |
| | | 2.7 | Hand and power tools are used safely and efficiently |
| | | 2.8 | Work area is cleaned and rubbish disposed of according to environmental standards |
| 3 | Check quality finish | 3.1 | Measurements are made to ensure cabinet is square and level |
| | | 3.2 | Edges and lines are checked to ensure fit is level, straight and flush |
| | | 3.3 | Doors, drawers, runners, handles and latches are checked for correct alignment |
| | | 3.4 | Tolerances are checked to ensure they meet standard requirements |
| | | 3.5 | Workplace documentation is completed |


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# 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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individual to demonstrate some discretion, judgement and problem solving<br>• work is conducted in the on-site installation of cabinets within a kitchen, bathroom or ancillary residential environment<br>• application of components includes all fixtures and fittings required to complete the cabinet installation<br>• cabinets include custom-made or mass manufactured and include complete components, such as doors, shelves and drawers |
| **Cabinet components include:** | • hinges, runners and latches<br>• locks<br>• handles<br>• drawer runners and slides<br>• legs<br>• door and drawer systems |
| **Features of components include:** | • size<br>• quality<br>• finish<br>• purpose |
| **Appliances include:** | • stoves, ovens and cook tops |


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| | |
|---|---|
| | • exhaust fans and range hoods<br>• lighting<br>• water filters<br>• dishwasher<br>• refrigerator<br>• washing machine<br>• dryer |
| **Services include:** | • plumbing<br>• electrical systems<br>• air conditioning<br>• ventilation |
| **Fixing includes:** | • screwing<br>• aligning<br>• gluing<br>• fixing components |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures<br>• installation instruction manuals<br>• drawings and plans<br>• brochures |

# Unit Mapping Information

Release 2. Minor upgrades. Supersedes and is equivalent to MSFKB3006 Install fitted cabinets and components (Release 1)

Release 1. New unit of competency

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFKB3006 Install fitted cabinets and components

## Modification History

Release 2. Minor upgrades. Supersedes and is equivalent to MSFKB3006 Install fitted cabinets and components (Release 1)

Release 1. New unit of competency

## Performance Evidence

- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- 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
- Access and apply information on installation requirements of cabinet components including component specifications, materials to be used and site conditions
- Determine correct installation techniques to be applied and any or issues that would impact on the installation process
- Complete all operations to install cabinets using hand and power tools safely and efficiently and install cabinets in at least (1) one kitchen, one (1) bathroom and laundry, including one (1) residential and one (1) commercial environment
- Conduct quality checks on all installed components to ensure they meet specifications and complete housekeeping and required records of the work conducted
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Processes used for the installation of cabinets
- Features of cabinets and components
- State or territory WHS legislation, regulations, standards and codes of practice relevant to on site work
- Characteristics of materials, products and defects
- Cabinet installation processes



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- Procedures for documenting workplace records and information
- Appropriate mathematical procedures for estimation and measurement
- Relevant problem identification and resolution techniques

# 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, completed projects and work examples.
- 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 required for constructing, assembling and installing cabinets.
- Access is required to tools and equipment required for constructing, assembling and installing cabinets; and plans, drawings and manuals relating to work.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFKB3009 Provide advice on modular kitchens

## Modification History

Release 1. Supersedes and not equivalent to MSFKB3007 Provide advice on cabinet design features.

## Application

This unit describes the skills and knowledge required to provide clients with information relating to the features and benefits of modular kitchen products and components, and to advise on best fit to meet client needs.

This unit applies to individuals providing advice in a kitchen showroom or similar environment where a set range of designs and components are available and basic technical and design information relevant to cabinets is used.

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

## Pre-requisite Unit

N/A

## Unit Sector

Kitchens and Bathrooms

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify client requirements | 1.1 Obtain client requirements for kitchen components through questioning or review of documentation<br>1.2 Access and interpret plans, drawings and any design details relevant to the client enquiry<br>1.3 Identify and confirm services available appropriate to the client's needs and confirm with client |
| 2. Provide information | 2.1 Access and research information on all product options and to |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| on materials, hardware and accessories | ensure advice to clients is fully informed<br>2.2 Explain product options to the client noting specific features and benefits<br>2.3 Clearly explain construction, installation and ordering details |
| 3. Provide layout options | 3.1 Prepare layout options using modular cabinets based on client information<br>3.2 Assess advantages and disadvantages of options |
| 4. Suggest best solution to meet client needs | 4.1 Discuss options with the client to ascertain responses and preferences<br>4.2 Provide advice on best options to meet client requirements and confirm preferences |
| 5. Complete costing and ordering documentation | 5.1 Record client details and confirm for accuracy<br>5.2 Determine required quantities based on manufacturer specifications, plans and client needs<br>5.3 Prepare and present accurate costing to the client<br>5.4 Place formal order and provide clear and accurate documentation to the client |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFKB3009 Provide advice on modular kitchens

## Modification History

Release 1. Supersedes and not equivalent to MSFKB3007 Provide advice on cabinet design features.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- advised 3 different clients on options for modular kitchen products to suit their needs, with each kitchen to comprise:
  - appliances
  - benchtops
  - cabinetry
  - hardware and accessories
  - splashback.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- how different client requirements impact advice provided:
  - brand preferences
  - budget
  - function
  - timelines
- how to interpret symbols and terminology on plans and drawings
- types and characteristics of different products:
  - appliances
  - benchtops
  - cabinetry
  - hardware
  - other surfaces
- types of product technical information and how to access and interpret this information
  - aspect and orientation
  - care and maintenance requirements
  - characteristics and qualities


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  - colour range
  - modular cabinet construction
  - dimensions
  - environmental specifications
  - finishes
  - installation requirements
  - price
  - quality and performance
  - warranties
- mathematical procedures for estimation and measurement
- documentation procedures for placing cabinet orders.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - client requirements
  - technical and design information on kitchen products
  - workplace procedures and documentation for placing orders.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFKB3010 Detail cabinet construction requirements

## Modification History

Release 1. Supersedes and is not equivalent to MSFKB3008 Identify cabinet construction and installation methods.

## Application

This unit describes the skills and knowledge to provide detailed specifications and design drawings for cabinetry commonly used in kitchens, bathrooms and laundries.

This unit applies to kitchen and bathroom designers.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Kitchens and Bathrooms

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Establish cabinet design requirements | 1.1 Confirm cabinetry requirements through review of documentation or discussion with the client<br>1.2 Determine design parameters and constraints based on client requirements and review of the site<br>1.3 Take and record accurate site measurements<br>1.4 Accurately document project requirements |
| 2. Design cabinet | 2.1 Develop cabinet design ideas and options based on project requirements and available products and services<br>2.2 Complete drawings that visually represent cabinet design ideas |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 2.3 Refine options through experimentation and discussion with client<br>2.4 Confirm and accurately document client preferences |
| 3. Produce construction documentation | 3.1 Develop accurate drawing, detailing all required measurements, dimensions and features<br>3.2 Identify structural features and components that impact the design on documentation using appropriate drawing protocols<br>3.3 Identify information to inform construction and installation and accurately document |

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFKB3010 Detail cabinet construction requirements

## Modification History

Release 1. Supersedes and is not equivalent to MSFKB3008 Identify cabinet construction and installation methods.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- created detailed custom designed cabinet solutions and associated drawings for 3 different sites with varying conditions.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement
- compliance requirements for cabinetry in relation to:
  - safety
  - sustainability
- sources of information on cabinetry products, their features and costs
- drawing techniques, including protocols and symbols for detailing of cabinet requirments
- features of cabinets and components used in kitchen and bathroom projects
- current and emerging cabinet construction techniques, their features and limitations, and how these may affect cabinetry design, including:
  - computer numerical control systems (CNC)
  - computer-aided manufacturing (CAM)
  - custom manufacture principles and processes
- factors that affect cabinet design and installation, including:
  - different methods of installation
  - installation requirements of appliances
  - moisture and humidity considerations
  - waterproofing considerations
  - sequence of installation
  - design modifications
  - services location
  - availability of installation expertise


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  - site constraints
- supply chains for kitchen and bathroom components and materials:
  - ordering
  - delivery.
  -

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - design briefs
  - measuring equipment
  - drawing materials.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFKB3011 Plan kitchen and bathroom projects

## Modification History

Release 1. Supersedes and is not equivalent to MSFKB3001 Identify processed in kitchen and bathroom projects.

## Application

This unit describes the skills and knowledge required to plan key stages of kitchen and bathroom projects, both renovations and new builds.

This unit applies to kitchen and bathroom designers, sales advisors and tradespeople involved in kitchen and bathroom construction at different stages of the process.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Kitchens and Bathrooms

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Determine project scope | 1.1 Seek information about the project through direct client communication or review of documentation<br>1.2 Establish scope and complexity of project from information provided<br>1.3 Establish key people and organisations to be involved in the project and their respective roles and responsibilities |
| 2. Assess individual work requirements | 2.1 Determine own work responsibilities from review of project information<br>2.2 Agree communication lines and protocols with individuals whose role intersects with, and impacts on, own responsibilities |


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| Elements | Performance Criteria |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 2.3 Confirm and document detailed sequencing details with others involved in the project |
| 3. Plan work | 3.1 Develop and document a project schedule that reflects work requirements<br>3.2 Address the contingencies involved in project sequencing in consultation with others<br>3.3 Confirm and communicate work schedule to others involved in the project in a timely manner |

# Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:

- technology skills to document project schedules.

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFKB3011 Plan kitchen and bathroom projects

## Modification History

Release 1. Supersedes and is not equivalent to MSFKB3001 Identify processed in kitchen and bathroom projects.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- planned and documented the work process for 3 different projects, 1 of which must be a kitchen and 1 of which must be a bathroom.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- typical client requirements and/or potential components of a project brief
- roles and responsibilities of all those involved in kitchen and bathroom projects, how these interrelate and the impact on project planning and sequencing:
  - architects
  - colour consultants
  - designers
  - material and component suppliers
  - tradespeople:
    - builders
    - cabinetmakers
    - electricians
    - flooring specialists
    - glaziers
    - painters
    - plumbers / gas fitters
    - stonemasons
    - tilers
    - waterproofers
- the overall planning process, potential key stages and sequencing of kitchen and bathroom projects and what each stage involves:
  - concept design
  - design specification


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    - planning approval
    - technical site assessment/site measure
    - demolition
    - construction:
        - services
        - waterproofing
        - installation
- differences between renovation and new build projects
- project planning techniques and required plan inclusions:
    - sequence of operations
    - budget
    - timelines
    - allocation and delivery of resources
    - contingencies
- features of cabinets and components used in kitchen and bathroom projects, including manufacturing methodologies
- supply chains for kitchen and bathroom components and materials.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - project briefs.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFKB4009 Determine spatial planning considerations for kitchen design

## Modification History

Release 1. Supersedes and is equivalent to MSFKB4001 Determine spatial planning considerations for kitchen design.

## Application

This unit describes the skills and knowledge required to examine the various space requirements and options for kitchen designs. It includes the need to determine the planning and contractual issues arising from work subject to compliance requirements.

This unit applies to kitchen designers who use discretion, judgement and problem solving in the analysis of design requirements.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking kitchen and bathroom work.

Industry standards and codes of practice within Australia must also be applied Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Kitchens and Bathrooms

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Determine project requirements | 1.1 Establish communication with the client and obtain information regarding the client needs and expectations<br>1.2 Determine design parameters and constraints based on client requirements and review of the site |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.3 Take accurate site measurements and record and identify location of current services for impact on design<br>1.4 Accurately document project requirements |
| 2. Examine layout options | 2.1 Identify key work zones and determine prime activities and associated appliances in the context of the brief<br>2.2 Identify traffic flow patterns and considerations for kitchen space based on client requirements<br>2.3 Consider how the principles of proximity should be used to maximise the practicality of the kitchen layout<br>2.4 Identify location of services and determine implications for relocation<br>2.5 Identify the need or potential for structural change based on scope of the brief<br>2.6 Analyse suitability of layout options for kitchen space and determine limitations and benefits based on information gathered |
| 3. Determine storage options | 3.1 Identify storage requirements of kitchen work zones from brief and client information<br>3.2 Examine storage options for suitability and determine implications for design<br>3.3 Identify dimensions and space requirements of standard and potential customised storage options for design |
| 4. Assess kitchen ergonomic considerations | 4.1 Use basic principles of ergonomics to determine space planning implications<br>4.2 Identify requirements for working height based on specific client needs<br>4.3 Identify manual handling considerations for kitchen design tailored to client needs<br>4.4 Consider storage principles and determine implications for design<br>4.5 Take into account special considerations for children, older people and/or disabled people in accordance with brief or client needs |
| 5. Examine appliance requirements | 5.1 Identify required appliances and determine standard dimensions, clearances and required services<br>5.2 Identify manufacturer guidelines and statutory regulations regarding the placement and installation of appliances and examine |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | implications for design<br>5.3 Analyse work space implications for appliances and determine implications for design |
| 6. Determine planning and contractual considerations | 6.1 Recognise the need for work or change that is subject to compliance requirements based on outcomes of assessment<br>6.2 Determine and integrate implications of structural work and relocation or change to service requirements into the design process<br>6.3 Identify and organise the need for specialist expertise and advice |
| 7. Collate and document information | 7.1 Analyse, collate and combine information gathered based on the needs of the project<br>7.2 Document information from assessment in a format that allows for easy reference as the design project progresses |

## Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance.

- technology skills to document information to inform design using digital media.

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Supersedes and is equivalent to MSFKB4001 Determine spatial planning considerations for kitchen design.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFKB4009 Determine spatial planning considerations for kitchen design

## Modification History

Release 1. Supersedes and is equivalent to MSFKB4001 Determine spatial planning considerations for kitchen design.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- determined and documented spatial planning considerations for 3 different kitchens, 1 of which must be a renovation, and 1 of which must be a new build.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- liveable housing design – current and emerging thinking and trends
- principles of ergonomics and their application to kitchen design:
  - clearance (minimum spatial tolerances for access)
  - reach (maximum spatial tolerances and workspace envelope)
- factors for consideration in planning kitchen spaces:
  - clearances – floor, traffic
  - space requirements for reaching, bending and crouching
  - eating space requirements
  - additional space requirements for areas such as computers, entertaining and laundry
  - number and types of users of kitchen
  - installation requirements
- ways of collating and documenting information to inform the design process and how to develop itemised schedules
- aspects of kitchen design:
  - layout options:
    - island
    - single wall set out
    - galley
    - L-shape
    - U-shape
    - work zones.
  - storage - common requirements, options and storage principles for:


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    - food
    - food preparation items
    - food service items
    - cleaning
    - composting, recycling and rubbish
    - food storage zone
    - food preparation zone
    - clean-up zone
    - bench top clearances
    - landing space
    - triangle concepts
  - types, characteristics, uses and spatial requirements for different built-in and small appliances
    - coffee machine
    - cook tops of all types
    - dishwasher
    - exhaust systems
    - ovens of all types
    - refrigerator
    - sink
    - small appliances
    - water filtration systems
- types, characteristics and use of different lighting options, both natural and artificial
- types of work impacted by planning and building regulations, and the requirements and regulations that apply, including licensing requirements for
  - electrical, including lighting
  - glazing
  - plumbing
  - structural changes (movement of walls, installation of new flooring).
  -

# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - design briefs
  - sites for kitchen designs
  - measuring equipment
  - information technology for document creation.


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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFKB4010 Determine spatial planning considerations for bathroom design

## Modification History

Release 1. Supersedes and is equivalent to MSFKB4004 Determine spatial planning considerations for bathroom design.

## Application

This unit describes the skills and knowledge required to examine the various space requirements and options for bathroom designs. It includes the need to determine the planning and contractual issues arising from work subject to compliance requirements.

This unit applies to bathroom designers who use discretion, judgement and problem solving in the analysis of design requirements.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking kitchen and bathroom work.

Industry standards and codes of practice within Australia must also be applied Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Kitchens and Bathrooms

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Determine project requirements | 1.1 Establish communication with the client and obtain information regarding the client needs and expectations<br>1.2 Determine design parameters and constraints based on client requirements and review of the site |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.3 Take accurate site measurements and record and identify location of current services for impact on design<br>1.4 Accurately document project requirements |
| 2. Examine layout options | 2.1 Identify key use zones for bathrooms and determine prime activities and associated sanitaryware, fixtures and fittings in the context of the brief<br>2.2 Identify traffic flow patterns and considerations for space based on client requirements<br>2.3 Identify location of services and determine implications for relocation<br>2.4 Identify the need or potential for structural change based on scope of the brief<br>2.5 Analyse suitability of layout options for space and determine limitations and benefits based on information gathered |
| 3. Determine storage options | 3.1 Identify storage requirements of bathrooms from brief and client information<br>3.2 Examine storage options for suitability to bathroom spaces and determine implications for design<br>3.3 Identify for design, dimensions and space requirements of standard and potential customised storage options |
| 4. Assess bathroom ergonomic considerations | 4.1 Examine and use basic principles of ergonomics to determine space planning implications<br>4.2 Identify requirements for working height based on specific client needs<br>4.3 Identify manual handling considerations for bathroom design tailored to client needs<br>4.4 Consider storage principles to determine implications for design<br>4.5 Take into account special considerations for children, older people and/or disabled people in accordance with brief or client needs |
| 5. Examine requirements for appliances, fixtures and fittings | 5.1 Determine manufacturer guidelines and statutory regulations regarding the placement and installation of sanitaryware<br>5.2 Establish space implications for appliances and determine implications for design |
| 6. Determine planning | 6.1 Recognise the need for work or change that is subject to |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| and contractual considerations | compliance requirements based on outcomes of assessment<br>6.2 Determine and integrate implications of structural work and relocation or change to service requirements into the design process<br>6.3 Identify and organise the need for specialist expertise and advice |
| 7. Collate and document information | 7.1 Analyse, collate and combine information gathered based on the needs of the project<br>7.2 Document information from assessment in a format that allows for easy reference as the design project progresse. |

## Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:

- technology skills to document information to inform design using digital media.

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Supersedes and is equivalent to MSFKB4004 Determine spatial planning considerations for bathroom design.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFKB4010 Determine spatial planning considerations for bathroom design

## Modification History

Release 1. Supersedes and is equivalent to MSFKB4004 Determine spatial planning considerations for bathroom design.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- determined and documented spatial planning considerations for 3 different bathrooms, 1 of which must be a renovation, and 1 of which must be a new build.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- liveable housing design – current and emerging thinking and trends
- principles of ergonomics and their application to bathroom design:
  - clearance (minimum spatial tolerances for access)
  - reach (maximum spatial tolerances and workspace envelope
- factors for consideration in planning bathroom spaces:
  - additional space requirements often incorporated into bathrooms for functions such as dressing, ironing, make-up areas
  - installation requirements
  - clearances – floor, traffic
  - space requirements for reaching, bending and crouching
- ways of collating and documenting information to inform the design process and how to develop itemised schedules
- aspects of bathroom design:
  - layout options, including placement of:
    - basins
    - baths and/or spas
    - lighting
    - power
    - showers and shower screens
    - toilets and bidets
    - vanities


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    - ventilation
- use zones:
    - bathing and/or showering
    - drying
    - other ancillary uses
- storage - common requirements, options and storage principles
- types, characteristics, uses and spatial requirements for different appliances, fixtures and fittings, including:
    - shower, shower screen and shower head
    - toilet and bidet
    - bath and spa
    - laundry related items
    - vanities, taps and sinks
    - cabinets
    - towel racks
- types, characteristics and use of different lighting and ventilation options, both natural and artificial
- types of work impacted by planning and building regulations, and the requirements and regulations that apply, including licensing requirements for:
    - electrical (power and lighting)
    - glazing (shower doors, shower screens, bath enclosures, windows, mirrors)
    - painting
    - plumbing
    - structural changes
    - structural changes (movement of walls, installation of new flooring)
    - tiling
    - waterproofing.
    -

# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - design briefs
    - sites for bathroom designs
    - measuring equipment
    - information technology for document creation.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.


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# Links

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# MSFKB4011 Design ancillary residential cabinetry

## Modification History

Release 1. Supersedes and is equivalent to MSFKB4007 Design ancillary residential cabinetry.

## Application

This unit describes the skills and knowledge required to determine cabinetry requirements, develop custom design options and specify requirements to inform production and installation. Ancillary cabinetry is cabinetry outside of kitchen, bathroom and laundry applications.

This unit applies to interior designers, including kitchen and bathroom designers. They analyse varied information to develop design solutions.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking kitchen and bathroom work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Kitchens and Bathrooms

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Determine project requirements | 1.1 Confirm cabinetry requirements through review of documentation or discussion with the client<br>1.2 Determine design parameters and constraints based on client requirements and review of the site<br>1.3 Take and record accurate site measurements |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.4 Accurately document project requirements |
| 2. Develop design options | 2.1 Develop cabinet design ideas and options based on project requirements and available products and services<br>2.2 Complete drawings that visually represent cabinet design ideas<br>2.3 Refine options through experimentation and discussion with client<br>2.4 Confirm and accurately document client preferences |
| 3. Develop design specifications | 3.1 Develop accurate drawing detailing all required measurements, dimensions and features<br>3.2 Identify structural features and components that impact the design on documentation using appropriate drawing protocols<br>3.3 Identify information to inform construction and installation and accurately document on specification<br>3.4 Identify and estimate costs associated with all aspects of design, construction and installation<br>3.5 Present complete design documentation and cost estimate to client in professional format suited to the scope and nature of the project |

# Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:

- technology skills to create digital documents and drawings.

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFKB4007 Design ancillary residential cabinetry.

# Links

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# Assessment Requirements for MSFKB4011 Design ancillary residential cabinetry

## Modification History

Release 1. Supersedes and is equivalent to MSFKB4007 Design ancillary residential cabinetry.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- designed, documented and presented 3 of the following ancillary cabinetry solutions with cost estimates:
  - dressing rooms
  - entertainment units
  - home offices
  - shelving units and/or cupboards
  - wine cellars
  - work rooms.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement
- compliance requirements for cabinetry in relation to:
  - safety
  - sustainability
- sources of information on cabinetry products, their features and costs
- types, characteristics, uses and limitations of different types of cabinets:
  - dressing rooms
  - entertainment units
  - home offices
  - shelving units and/or cupboards
  - wine cellars
  - work rooms
- different client requirements and design parameters and how these impact cabinet design
  - budget
  - colour, style and tone


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  - embedded technology
  - quality of finish
  - relationship with other features of the room
  - structural and functional requirements
  - timeline
- options for cabinetry structure, materials and components and their suitability for different applications
- cabinet construction and installation methods and considerations and how these impact the design selection
- sketching and drawing techniques, protocols and symbols
- formats and required inclusions for design specifications
- processes for calculating and documenting cabinetry costs.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - design briefs
  - spaces for cabinetry
  - measuring equipment
  - information technology for document creation
  - manual and computer aided drawing materials.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFKB4012 Determine layout for laundry components

## Modification History

Release 1. Supersedes and is equivalent to MSFKB4008 Determine layout for laundry components.

## Application

This unit describes the skills and knowledge required to use design principles to design and document the layout for a laundry, including placement of components, such as cabinets, appliances and required laundry facilities. It does not include designing any changes to plumbing, electrical or waterproofing, other than the location of required service.

This unit applies to interior designers, including kitchen and bathroom designers. They use specialised knowledge and analyse varied information to develop design solutions.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking kitchen and bathroom work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Kitchens and Bathrooms

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Determine project requirements | 1.1 Establish communication with the client and obtain information regarding the client needs and expectations<br>1.2 Determine design parameters and constraints based on client requirements and review of the site<br>1.3 Identify location of current services for impact on design |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.4 Take and record accurate site measurements<br>1.5 Accurately document project requirements |
| 2. Examine layout options | 2.1 Examine layout options, access and traffic flow implications<br>2.2 Assess environmental implications of the layout and review options for achieving maximum energy efficiency<br>2.3 Develop ideas and options for layouts and components based on project requirements and available products and services<br>2.4 Complete drawings that visually represent cabinet design ideas<br>2.5 Refine options through experimentation and discussion with client<br>2.6 Confirm and accurately document client preferences |
| 3. Develop design specifications | 3.1 Develop accurate drawings, detailing all required measurements, dimensions and features<br>3.2 Identify required changes to service outlets and waterproofing for preferred design and accurately document<br>3.3 Check compliance of the design with regulatory requirements<br>3.4 Develop and accurately document specifications for all products and services<br>3.5 Identify and estimate costs associated with all aspects of design, construction and installation<br>3.6 Present complete design documentation and estimate to client in professional format suited to the scope and nature of the project |

# Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:

- technology skills to create digital documents and drawings.

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

Supersedes and is equivalent to MSFKB4008 Determine layout for laundry components.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFKB4012 Determine layout for laundry components

## Modification History

Release 1. Supersedes and is equivalent to MSFKB4008 Determine layout for laundry components.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- designed, documented and presented laundry layouts in response to 3 different design briefs.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- mathematical procedures for estimation and measurement
- compliance requirements for laundry designs
- information to be gathered from site analysis:
  - observing current inclusions and appliances
  - identifying current laundry features and services
  - measuring laundry dimensions and features
  - identifying structural conditions and features of current laundry layout or which require building or engineering advice in a new laundry design
  - observing general house style
- sources of information on laundry components
- features of laundry designs and types, characteristics, uses and limitations of laundry components, including:
  - washing machine, dryer, ironing facilities, laundry sink and hanging facilities
  - storage areas, cabinets and shelving
  - tiling, fixtures and fittings
  - shower, shower screen, toilet and basin
- spatial planning considerations for laundry designs, including:
  - access issues, including for people with disabilities
  - location and capacity of services
  - requirements of laundry appliances
  - usage and traffic flows typical to a laundry


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    - laundry storage requirements
- formats and required inclusions for laundry design specifications, including:
    - measurements and dimensions
    - fixtures and fittings
    - product codes
    - materials
- sketching and drawing techniques, protocols and symbols
- processes for calculating and documenting costs.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - design briefs
    - spaces for laundry design
    - measuring equipment
    - information technology for document creation
    - manual and computer aided drawing materials.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFKB4013 Document residential building services

## Modification History

Release 1. Supersedes and is equivalent to MSFKB4003 Identify and document services required to support fitted furniture designs.

## Application

This unit describes the skills and knowledge required to identify and document existing services, examine the implications for new interior space design and develop layout documentation showing details of proposed new service locations. It does not include layout of service pipes, wiring, conduits or installation of services.

This unit applies to interior designers, including kitchen and bathroom designers who use discretion, judgement and problem solving in the determination of service requirements.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking kitchen and bathroom work. Access to construction sites requires certification of general induction training specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

## Pre-requisite Unit

N/A

## Unit Sector

Kitchens and Bathrooms

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify and document available services | 1.1 Arrange access to work area with client in accordance with project requirements<br>1.2 Identify and follow on-site work health and safety procedures<br>1.3 Locate and accurately document existing services on site diagrams or plans using correct industry symbols and protocols |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.4 Identify type and capacity of services and accurately document using correct industry symbols and protocols<br>1.5 Take accurate site measurements to inform layout documentation |
| 2. Examine implications of services on design | 2.1 Determine intentions or options for services from design brief, drawings and plans<br>2.2 Assess details obtained from site against design requirements<br>2.3 Identify appliances in the design brief and examine implications on services<br>2.4 Identify compliance issues relating to the location of services<br>2.5 Determine implications of current services on design |
| 3. Determine new service system layout | 3.1 Determine details of potential new service layout requirements from the design brief<br>3.2 Assess required and desirable performance characteristics and sustainability of service products<br>3.3 Assess ergonomic, anthropometric and proxemic principles in respect of the intended products<br>3.4 Obtain costing details and confirm suitability against the design brief<br>3.5 Identify the need for specialist contractor advice about design implications and organise in accordance with the scope of work<br>3.6 Confirm and agree service system layouts that meet design brief requirements with client |
| 4. Complete digital layout documentation | 4.1 Create detailed digital service layout documentation showing location of all required services using correct industry symbols and protocols<br>4.2 Accurately document associated product specifications in accordance with industry standards |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

Supersedes and is equivalent to MSFKB4003 Identify and document services required to support fitted furniture designs.

# Links

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# Assessment Requirements for MSFKB4013 Document residential building services

## Modification History

Release 1. Supersedes and is equivalent to MSFKB4003 Identify and document services required to support fitted furniture designs.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- conducted a site survey and documented services information for 3 different sites
- developed digital service layout documentation that complies with industry standards and protocols for 3 different designs (to include 1 renovation and 1 new build), which individually or cumulatively include documentation of the following services:
  - electrical:
    - power points
    - data outlets
    - lighting
  - gas
  - plumbing:
    - water outlets
    - drainage features.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- state or territory work health and safety legislation, regulations, standards and codes of practice
- purpose and key provisions of Australian Standard AS1100 and its impact on documentation requirements
- statutory planning regulations affecting services in interior spaces, including kitchens and bathrooms
- mathematical procedures for estimation and measurement
- basic building and architectural terminology
- basic features of the following building services and their layout:
  - electricity – outlets, controls, switches
  - lighting
  - plumbing


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  - gas
  - air-conditioning and/or ventilation
- sketching and drawing techniques
- industry symbols and protocols for the documentation of building services
- cost implications of existing services on design – relocation, capacity, fixtures and fittings
- local planning processes
- sustainability considerations for service layouts
- sources of information on cabinetry products
- different products, their characteristics, performance and service requirement:
  - appliances
  - lighting
- formats and required inclusions for design specifications.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - sites to be assessed
  - measuring equipment
  - information technology hardware
  - CAD software.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFKB4015 Research and recommend materials, components and finishes for kitchen designs

## Modification History

Release 1. Supersedes and is equivalent to MSFKB4002 Research and recommend materials, components and finishes for kitchen designs.

## Application

This unit describes the skills and knowledge required to determine requirements of the kitchen design brief, research options, and make recommendations for materials, components and finishes.

This unit applies to individuals working in kitchen design roles. They analyse and compare product information from a wide range of different sources to inform a design solution.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify requirements of kitchen designs brief | 1.1 Evaluate project specifications, parameters and constraints, and confirm with client<br>1.2 Select work resources based on the needs of the project<br>1.3 Identify and assess aspects of the space that impact on potential solutions<br>1.4 Identify key project stakeholders and establish required communication protocols |
| 2. Research options for | 2.1 Examine products used in kitchen applications and determine |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| kitchen materials, components and finishes | suitability to meet design brief<br>2.2 Research new material technologies and determine suitability to meet design brief<br>2.3 Select options for further analysis and design development |
| 3. Evaluate functional and aesthetic characteristics | 3.1 Use elements and principles of design to examine the appropriateness of materials, components and finishes for client requirements<br>3.2 Assess aesthetic qualities with regard to desired effect<br>3.3 Assess application methods and available expertise for the desired effect<br>3.4 Assess and compare costs and quality of materials, components and finishes<br>3.5 Examine sustainability considerations for materials, components and finishes<br>3.6 Research hazards associated with the use and application of materials, components and finishes |
| 4. Refine ideas and select preferred solution | 4.1 Explore, integrate and refine different options through a process of reflection and testing<br>4.2 Choose a preferred solution based on research findings and the key objectives of the project brief<br>4.3 Prepare a visual representation that communicates the key aspects of the preferred solution |
| 5. Make recommendations | 5.1 Present recommendations in a format and level of detail suited to the client and scope of the project<br>5.2 Clearly articulate rationale for the chosen solution and present to the client<br>5.3 Seek client feedback on the proposed solution<br>5.4 Base adjustments to the final design solution on feedback<br>5.5 Accurately document specifications of selection and prepare for integration into design drawings and plans |


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# Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:

- technology skills to research product options and present recommendations using digital media.

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFKB4002 Research and recommend materials, components and finishes for kitchen designs.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFKB4015 Research and recommend materials, components and finishes for kitchen designs

## Modification History

Release 1. Supersedes and is equivalent to MSFKB4002 Research and recommend materials, components and finishes for kitchen designs.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- researched and presented recommendations for materials, components and finishes for 3 kitchen designs, 1 of which must be a renovation, and 1 of which must be a new build.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- liveable housing design – current and emerging thinking and trends
- type and scope of client / project brief information needed to inform research and recommendation:
  - budget
  - client preferences
  - aesthetic and functional requirements
  - site characteristics – size, shape, services, structural considerations
  - timeline
- mathematical procedures for estimation and measurement
- sources of information on kitchen products:
  - how to access
  - ways to interrogate and identify and distil information
- how different aspects of space impact on potential solutions, including:
  - colour
  - size
  - shape
  - level of light
  - structural features
- types and features of resources that support the provision of kitchen design advice, and how they are used, including:
  - research tools


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    - product information tools
    - communication tools
- elements and principles of design, their interrelationships, and how they are used in kitchen design
- current and emerging technologies for kitchen products, including construction and installation techniques and their impact on design
- types, characteristics, uses and limitations of different kitchen products, including:
    - materials:
        - glass
        - laminate – low pressure, high pressure
        - particleboard
        - plywood
        - resin-based solid surfaces
        - stainless steel
        - stone – reconstituted, solid
        - tiles
        - timber and timber veneer
        - vinyl and/or foil wrap
    - components:
        - accessories – handles, hinges, runners, taps
        - cabinetry
        - benchtops
        - splashbacks
        - kickboards/plinths/legs
    - finishes:
        - edging and edge profiles
        - paints
        - waxes
        - lacquers
        - stains
        - pigments
        - oils
        - plastic coatings
        - ceramics
- different ways of creating visual representations for design solutions.

# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:


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- use of suitable facilities, equipment and resources, including:
  - design briefs
  - information technology for research and design presentation.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFKB4016 Research and recommend materials, components and finishes for bathroom designs

## Modification History

Release 2. Minor upgrade to Element # 1. Supersedes and is equivalent to MSFKB4016 Research and recommend materials, components and finishes for bathroom designs (Release 2)

Release 1. Supersedes and is equivalent to MSFKB4005 Research and recommend materials, components and finishes for bathroom designs.

## Application

This unit describes the skills and knowledge required to determine requirements of the bathroom design brief, research options, and make recommendations for materials, components and finishes.

This unit applies to individuals working in bathroom design roles. They analyse and compare product information from a wide range of different sources to inform a design solution.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Interior Decoration and Design

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify requirements of bathroom designs brief | 1.1 Evaluate project specifications, parameters and constraints, and confirm with client<br>1.2 Select work resources based on the needs of the project<br>1.3 Identify and assess aspects of the space that impact on potential solutions |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.4 Identify key project stakeholders and establish required communication protocols |
| 2. Research options for bathroom materials, components and finishes | 2.1 Examine products used in bathroom applications and determine suitability to meet design brief<br>2.2 Research new material technologies and determine suitability to meet design brief<br>2.3 Select options for further analysis and design development |
| 3. Evaluate functional and aesthetic characteristics | 3.1 Use elements and principles of design to examine the appropriateness of materials, components and finishes for client requirements<br>3.2 Assess aesthetic qualities with regard to desired effect<br>3.3 Assess application methods and available expertise for the desired effect<br>3.4 Assess and compare costs and quality of materials, components and finishes<br>3.5 Determine waterproofing capabilities from product research<br>3.6 Examine sustainability considerations for materials, components and finishes<br>3.7 Research hazards associated with the use and application of materials, components and finishes |
| 4. Refine ideas and select preferred solution | 4.1 Explore, integrate and refine different options through a process of reflection and testing<br>4.2 Choose a preferred solution based on research findings and the key objectives of the project brief<br>4.3 Prepare a visual representation that communicates the key aspects of the preferred solution |
| 5. Make recommendations | 5.1 Present recommendations in a format and level of detail suited to the client and scope of the project<br>5.2 Clearly articulate and present rationale for the chosen solution and present to the client<br>5.3 Seek client feedback on the proposed solution<br>5.4 Make adjustments to the final design solution based on feedback<br>5.5 Accurately document and prepare specifications of selection for |


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| Elements | Performance Criteria |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | integration into design drawings and plans |

## Foundation Skills

The Foundation Skills describe those required skills (such as, language, literacy, numeracy and employment skills) that are essential to performance:

- technology skills to research product options and present recommendations using digital media.

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Release 2. Minor upgrade to Element # 1. Supersedes and is equivalent to MSFKB4016 Research and recommend materials, components and finishes for bathroom designs (Release 2)

Release 1. Supersedes and is equivalent to MSFKB4005 Research and recommend materials, components and finishes for bathroom designs.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFKB4016 Research and recommend materials, components and finishes for bathroom designs

## Modification History

Release 2. Minor upgrade to Element # 1. Supersedes and is equivalent to MSFKB4016 Research and recommend materials, components and finishes for bathroom designs (Release 2)

Release 1. Supersedes and is equivalent to MSFKB4005 Research and recommend materials, components and finishes for bathroom designs.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and:

- researched and presented recommendations for materials, components and finishes for 3 bathroom designs, 1 of which must be a renovation, and 1 of which must be a new build.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- liveable housing design – current and emerging thinking and trends
- type and scope of client and/or project brief information needed to inform research and recommendation:
  - budget
  - client preferences
  - aesthetic and functional requirements:
  - site characteristics – size, shape, services, structural considerations
  - timeline
- mathematical procedures for estimation and measurement
- sources of information on bathroom products:
  - how to access
  - ways to interrogate and identify and distil information
- how different aspects of space impact on potential solutions, including:
  - colour
  - size
  - shape
  - level of light
  - structural features


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- types and features of resources that support the provision of bathroom design advice, and how they are used, including:
  - research tools
  - product information tools
  - communication tools
- elements and principles of design, their interrelationships, and how they are used in bathroom design
- current and emerging technologies for bathroom products, including construction techniques and their impact on design
- types, characteristics, uses and limitations of different bathroom products, including:
  - materials:
    - glass
    - laminate – low pressure, high pressure
    - particleboard
    - plywood
    - resin-based solid surfaces
    - stainless steel
    - stone – reconstituted, solid
    - tiles
    - timber and timber veneer
    - vinyl/foil wrap
  - components:
    - accessories – handles, hinges, runners, taps
    - benchtops
    - cabinetry
    - kickboards/plinths/legs
    - shelving
    - showers / baths
    - sinks
    - splashbacks
    - toilets / bidets
    - walls
  - finishes, including potential hazards:
    - edging and edge profiles
    - paints
    - waxes
    - lacquers
    - stains
    - pigments
    - oils


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    - plastic coatings
    - ceramics
    - veneers
    - waterproofing finishes
- different ways of creating visual representations for design solutions.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - design briefs
    - information technology for research and design presentation.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFMB2001 Prepare and assemble base unit

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers assembling components to construct bases for mattresses, including timber platforms, webbing, coil springs, grid wires, foam and padding.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Mattress and Base Making

## Elements and Performance Criteria

| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
|---|---|
| 1 Prepare for base assembly | 1.1 Specifications are used to determine job requirements, including design, tolerances, process, materials, finish and quantity |
| | 1.2 Assembly sequence is planned |
| | 1.3 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.4 Procedures are determined for checking quality at each stage of the process |
| | 1.5 Fixing devices are selected in line with work instructions and type of materials to be joined |


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| | | | |
|---|---|---|---|
| | | 1.6 | Components, hardware, fittings and attachments are collected |
| | | 1.7 | Tools and equipment suitable to the fixing method are selected and checked for safe operation |
| | | 1.8 | Appropriate jigs are selected |
| 2 | Assemble base components | 2.1 | Components are laid out and assembled using jigs and appropriate fastenings |
| | | 2.2 | Hand and/or power tools, equipment are used as required |
| | | 2.3 | Assembled base is checked for compliance with specifications |
| | | 2.4 | Spring grid/unit is attached to base |
| | | 2.5 | Fabric is upholstered to base according to specifications |
| | | 2.6 | Base is finished to eliminate all excess materials |
| | | 2.7 | Bases which do not meet quality specifications are repaired or tagged for further processing or recycling/disposal |
| 3 | Identify quality requirements | 3.1 | Process is monitored and conditions which may affect quality standards are noted |
| | | 3.2 | Variations to normal activities are reported in accordance with workplace procedures |
| | | 3.3 | Authorised changes in standard operating procedures and work order or instructions are implemented |
| | | 3.4 | Workplace required documentation is completed and stored following appropriate procedures |
| 4 | Clean work area/s and maintain equipment | 4.1 | Faulty and/or defective equipment is tagged and reported in accordance with WHS procedures |
| | | 4.2 | Waste and scrap is removed following workplace procedures |
| | | 4.3 | Tools and equipment used are cleaned, inspected for serviceable condition and stored appropriately in accordance with workplace procedures |
| | | 4.4 | Equipment and work area clean-up is maintained in accordance with workplace procedures |


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

**Tools and equipment include:**

- measuring tapes or rules
- scissors
- staple gun
- pincers
- long-nose pliers
- hammers
- mallets
- squares
- bevels
- chisels
- plane
- hand saws
- power saws
- power drills/screwdrivers
- clamps and screwdrivers

**Materials include:**

- timber


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| | |
|---|---|
| | • manufactured board<br>• fabrics<br>• grid wires<br>• glues<br>• screws<br>• nails<br>• dowels<br>• coil springs<br>• foam<br>• padding<br>• stabilising springs<br>• border wire |
| **Assembled base specification checks include:** | • alignment and squareness<br>• correct number and fitting of fasteners<br>• hardware<br>• fittings and attachments and conformity to work instruction and quality requirements |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFMB2002B Prepare and assemble base unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFMB2001 Prepare and assemble base unit

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Assemble base components to construct at least one (1) sprung base unit
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Interpretation of plan representation of base design
- Identification of hand and/or power tools, materials, equipment, processes and procedures
- Work flow in relation to base production

## 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.


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- 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 plans, hand and/or power tools, equipment, jigs and appropriate machinery.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFMB2002 Assemble mattress components

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers assembling specified mattresses, including planning the work, selecting fabrics and components, and assembling the components.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Mattress and Base Making

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Plan work operations | 1.1 | Specifications concerning design, fabrics and finish are confirmed with designer/client, as required |
| | | 1.2 | Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |
| | | 1.3 | Suitable work area is selected, tidied and cleaned of any contaminants |
| | | 1.4 | Appropriate equipment and tools are selected and checked for the required fitting and assembly process |
| 2 | Select and inspect fabrics and components | 2.1 | Fabric panels are checked in terms of quantity, quality, contaminants, size, pattern and consistency |


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| | | | |
|---|---|---|---|
| | | 2.2 | Grade of foam is selected and checked in accordance with work order |
| | | 2.3 | Appropriate padding and springs are selected and checked |
| 3 | Assemble components and fit fabric cover | 3.1 | Work pieces are laid out in sequence according to specifications, construction process and workplace procedures |
| | | 3.2 | Padding and underlay materials are attached to spring unit using appropriate enterprise techniques and equipment |
| | | 3.3 | Covering fabrics are applied to mattress ensuring patterns, naps, sheens, direction of pattern, pattern repeat and finished side of the materials are positioned appropriate to the design |
| | | 3.4 | Fabric finish over the spring unit is smooth and consistent |
| | | 3.5 | Weaving lines are straight |
| | | 3.6 | Finish of applied fabric is checked against quality standards |
| 4 | Clean work areas and maintain equipment | 4.1 | Faulty and/or defective equipment is tagged and reported in accordance with workplace WHS procedures |
| | | 4.2 | Waste and scrap is removed following workplace procedures |
| | | 4.3 | Tools and equipment used are cleaned, inspected for serviceable condition and stored appropriately in accordance with workplace procedures |
| | | 4.4 | Equipment and work area clean-up is maintained in accordance with workplace procedures |

# 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.


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

**Materials and components include:**

- spring units
- plain and patterned fabric
- padding materials
- foam

**Tools and equipment include:**

- glues
- staples
- buttons
- scissors
- measuring and marking equipment
- staple lifters
- pliers
- trimming knife
- needles
- spring benders
- clip guns
- staple guns
- glue guns
- long tom
- foam cutter
- fabric cutter
- sewing machines

**Personal protective equipment includes:**

- that prescribed under legislation, regulations and enterprise policies and practices

**Information and procedures include:**

- workplace procedures relating to the use of tools and equipment
- work instructions, including job sheets, cutting lists, plans,


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drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

## Unit Mapping Information

Supersedes and is equivalent to LMFMB2003B Assemble mattress components.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFMB2002 Assemble mattress components

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Identify and select materials used and any special handling requirements and assemble mattress components to construct the following:
  - one (1) pillow top mattress
  - one (1) standard sprung mattress
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Work requirements, including workplace standards
- Fabric types and characteristics, common faults and inspection procedures
- Padding/underlay materials and spring units
- Risks to health from repetitive actions and prevention strategies
- Design features of the finished furnishing items

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 appropriate tools, plain and patterned fabrics, padding materials, spring units, fixing materials and tools, work procedures and equipment instructions.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFMB2003 Cut mattress and base fabrics

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers laying out patterns and cutting fabrics ready for construction of mattresses and bases. It includes cutting single or multi-layer fabrics by hand or an automatic method according to specifications and pattern, and applies to fabrics where matching involves naps, direction of pattern and pattern repeats.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Mattress and Base Making

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. |
|---|---|---|
| 1 | Plan work operations | 1.1 Specification sizes are read and interpreted to identify required fabrics, number of items to be cut and required equipment |
| | | 1.2 Cutting requirements or other instructions are noted and required guides on the cutting table are identified |
| | | 1.3 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.4 Suitable work area is selected, tidied and cleaned of any contaminants |


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| | | | |
|---|---|---|---|
| | | 1.5 | Appropriate equipment and tools are selected for the fabrics and type of materials |
| | | 1.6 | Scissors and any other cutting equipment appropriate for the fabric are selected and checked prior to use for sharpness, set operation and safe condition |
| 2 | Prepare materials for cutting | 2.1 | Fabrics are selected to suit application, and inspected for flaws and appropriate finish |
| | | 2.2 | Naps, direction of pattern, pattern repeat and finished side of the materials are identified |
| | | 2.3 | Fabrics are laid out smooth and square ready for cutting |
| | | 2.4 | Patterns are laid out following work procedures and instructions using location marks on the pattern and other instructions to match specifications |
| | | 2.5 | Measurements are made and appropriate adjustments made |
| | | 2.6 | Tools and equipment are checked for operation |
| 3 | Complete cutting operations | 3.1 | Required cutting operations are completed to cut out materials following work instructions |
| | | 3.2 | Cut fabrics are folded, protected and despatched to next process following workplace procedures |
| | | 3.3 | Unused materials are stored as required |
| | | 3.4 | Workplace required documentation is completed and stored following appropriate procedures |
| | | 3.5 | Work area is cleaned and damaged tools tagged as required |
| | | 3.6 | Waste is collected and bundled for recycling/re-use as required |
| | | 3.7 | Tools and equipment are cleaned, maintained and returned to storage area |


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# 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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Tools and equipment include:** | • scissors<br>• cutting blades<br>• fabric cutter |
| **Materials to be cut include:** | • plain fabric<br>• patterned fabric |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |


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# Unit Mapping Information

Supersedes and is equivalent to LMFMB2004B Cut mattress and base fabrics.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFMB2003 Cut mattress and base fabrics

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Identify materials used and any special cutting requirements, and measure accurately and cut fabrics to required size and accuracy covering at least three (3) different fabric types or pattern styles
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Fabric types, common faults and inspection procedures
- Design features of finished mattress and/or base items related to laying out patterns and cutting fabrics
- Work requirements, including workplace standards
- Risks to health from repetitive actions and prevention strategies

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 appropriate fabric cutters, scissors and tools, fabrics, work procedures and equipment instructions.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFMB2004 Assemble springs for mattresses

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers assembling springs for mattresses and bases. It involves determining the number of springs for size of mattress, type of springs for the application, layout of springs and appropriate assembly procedures.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Mattress and Base Making

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. |
|---|---|---|
| 1 | Plan work operations | 1.1 Specifications for assembly of springs are confirmed, including the number of springs for size of mattress, type of springs for the application, layout of springs and assembly procedures |
| | | 1.2 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 Suitable work area is selected, tidied and cleared of any contaminants |
| | | 1.4 Appropriate equipment and tools are selected and checked for the required fitting and assembly process |


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| | | | |
|---|---|---|---|
| | | 1.5 | Specifications for assembly of springs are confirmed |
| 2 | Operate machinery to assemble spring units | 2.1 | Machine is checked for safe and effective operation |
| | | 2.2 | Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | | 2.3 | Machine start-up procedures are carried out in accordance with manufacturer instructions |
| | | 2.4 | Machine is operated in accordance with its designated capacity and purpose, tooling requirements and to manufacturer recommendations |
| | | 2.5 | Springs are machine joined in accordance with manufacturer instructions, safe handling procedures and standard workplace operating procedures |
| | | 2.6 | Machine operation is monitored to ensure springs are assembled to job specifications and quality requirements |
| | | 2.7 | Problems with the required work and/or operation of the machine are identified and reported to the appropriate person |
| 3 | Clean up work area and maintain equipment | 3.1 | Items that do not meet quality requirements are recycled or discarded according to workplace procedures |
| | | 3.2 | Materials that can be re-used are collected and stored |
| | | 3.3 | Waste and scrap are removed following workplace procedures |
| | | 3.4 | Equipment and work area are cleaned and inspected for serviceable condition in accordance with workplace procedures |
| | | 3.5 | Unserviceable equipment is tagged and faults identified in accordance with workplace procedures |
| | | 3.6 | Equipment and tooling is maintained in accordance with workplace procedures |


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# 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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Tools and equipment include:** | • long nose pliers<br>• spring coiling machine or spring assembly machine |
| **Materials include:** | • coil springs<br>• spiral springs<br>• border wire<br>• stabilising springs<br>• grid wire |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |


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# Unit Mapping Information

Supersedes and is equivalent to LMFMB3001B Assemble springs for mattresses.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFMB2004 Assemble springs for mattresses

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Produce and assemble a spring unit using border wire, stabilising springs and coil springs
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Work requirements, including workplace standards
- Spring assembly procedures, common faults and inspection procedures
- Spring assembly types and their application
- Risks to health from repetitive actions and prevention strategies

## 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


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  - 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 appropriate equipment and tools, springs, work order and equipment instructions.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFMB2005 Make springs for mattresses and bases

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers using coiling machines and related tools and materials to produce springs for mattresses and bases and includes determining the type of spring required, spring tension, positioning, wire type and diameter, and coil count.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Mattress and Base Making

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. |
|---|---|---|
| 1 Plan work operations | 1.1 | Specifications for springs are confirmed, including the type of spring required, spring tension, positioning, wire type and diameter and coil count |
| | 1.2 | Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |
| | 1.3 | Suitable work area is selected, tidied and cleaned of any contaminants |
| | 1.4 | Appropriate equipment and tools are |


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| | | | |
|---|---|---|---|
| | | | selected and checked for the required spring coiling process |
| 2 | Operate machinery to make springs | 2.1 | Machine is checked for safe and effective operation |
| | | 2.2 | Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | | 2.3 | Machine start-up procedure is carried out in accordance with manufacturer instructions |
| | | 2.4 | Machine is operated in accordance with its designed capacity and purpose, tooling requirements and to manufacturer recommendations |
| | | 2.5 | Material is fed into machine in accordance with manufacturer instructions, safe handling procedures and standard workplace operating procedures |
| | | 2.6 | Machine operation is monitored to ensure springs are produced to job specifications and quality requirements |
| | | 2.7 | Problems with the required work and/or the operation of the machine are identified and reported to appropriate persons |
| 3 | Clean up work area and maintain equipment | 3.1 | Items that do not meet quality requirements are recycled or discarded according to workplace procedures |
| | | 3.2 | Material that can be re-used is collected and stored |
| | | 3.3 | Waste and scrap are removed following workplace procedures |
| | | 3.4 | Equipment and work area are cleaned and inspected for serviceable |


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| | |
|---|---|
| | condition in accordance with workplace procedures |
| 3.5 | Unserviceable equipment is tagged and faults identified in accordance with workplace procedures |
| 3.6 | Equipment and tooling is maintained in accordance with workplace procedures |

## 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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Tools and equipment include:** | • spring coiling machine<br>• related tools |
| **Materials include:** | • helical wire |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |


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| | |
|---|---|
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFMB3002B Make springs for mattresses and bases.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFMB2005 Make springs for mattresses and bases

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Produce the following three (3) types of springs:
  - coil springs
  - spiral springs
  - stabilising springs
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Work requirements, including workplace standards
- Spring types and characteristics, common faults and inspection procedures
- Types of wire and their application
- Risks to health from repetitive actions and prevention strategies

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 appropriate equipment and tools, including a coiling machine, wire, work procedures and equipment instructions.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFMB2006 Set up, operate and maintain a tape edging machine

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers setting up, operating and maintaining a tape edging machine which uses automated processes to apply and finish edge on mattresses and bases.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Mattress and Base Making

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Plan work operations | 1.1 | Work instructions are used to determine job requirements, including quality, materials, equipment and quantities |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed through the work |
| | | 1.3 | Material for processing is selected and inspected for quality |
| | | 1.4 | Machine and the tape holder unit are identified and checked for safe and effective operation |
| | | 1.5 | Procedures are determined for minimising waste material |
| | | 1.6 | Procedures are identified for maximising energy efficiency while completing the job |


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| | | | |
|---|---|---|---|
| 2 | Set up machines | 2.1 | Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | | 2.2 | Trial runs are conducted to check machine operation, accuracy and quality of finished work |
| | | 2.3 | Necessary adjustments are made to machine settings |
| 3 | Complete tape edging | 3.1 | Machine start-up procedure is carried out in accordance with manufacturer instructions |
| | | 3.2 | Material is fed into machine in accordance with manufacturer instructions, tooling requirements, safe handling procedures and standard workplace operating procedures |
| | | 3.3 | Machine is operated in accordance with its designed capacity and purpose, and to manufacturer recommendations |
| | | 3.4 | Machine operation, including inputs and outcomes, is monitored to ensure product quality and output |
| | | 3.5 | Waste quantities are checked and minimised |
| | | 3.6 | Items that do not meet quality requirements are repaired, recycled or discarded according to workplace procedures |
| | | 3.7 | Problems with the required work or the operation of the machine are identified and reported to appropriate persons |
| 4 | Clean up work area and maintain equipment | 4.1 | Material that can be re-used is collected and stored |
| | | 4.2 | Waste and scrap are removed following workplace procedures |
| | | 4.3 | Equipment and work area are cleaned and inspected for serviceable condition in accordance with workplace procedures |
| | | 4.4 | Unserviceable equipment is tagged and faults identified in accordance with workplace procedures |
| | | 4.5 | Operator maintenance is completed in accordance with manufacturer specifications and site procedures |


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# 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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Tape edging machines include:** | • semi-automated<br>• fully automated |
| **Materials to be processed include:** | • plain and patterned quilted fabric<br>• edging tape |
| **Operator maintenance includes:** | • the cleaning and refurbishing of the tape edging head unit and tape holder |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |


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# Unit Mapping Information

Supersedes and is equivalent to LMFMB3003B Set up, operate and maintain a tape edging machine.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFMB2006 Set up, operate and maintain a tape edging machine

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Identify, set up and operate a semi-automated or automated tape edging machine and complete:
  - set up and application of at least one(1) edge treatment material
  - identification and correction of at least two (2) real or simulated machining faults
- Conduct operator maintenance on the machine and equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Types, characteristics, uses and limitations of the machines
- Characteristics, uses and limitations of fabric and edging tape
- Workplace guidelines regarding acceptable tolerance levels
- Workplace safety policies and procedures
- Procedures for reporting machinery faults and material defects

## Assessment Conditions

- Assessors must:


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  - 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 a semi-automated or automated tape edging machine, including tooling equipment and accuracy devices.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFMB2007 Set up, operate and maintain a quilting machine

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers setting up, operating and maintaining a quilting machine which uses automated processes to apply padding/foam to plain or patterned fabric.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Mattress and Base Making

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Plan work operations | 1.1 | Work instructions are used to determine job requirements, including quality, materials, equipment and quantities |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed through the work |
| | | 1.3 | Material for processing is selected and inspected for quality |
| | | 1.4 | Machine, the thread guides and needles are identified and checked for safe and effective operation |
| | | 1.5 | Procedures are determined for minimising waste material |
| | | 1.6 | Procedures are identified for maximising energy efficiency while completing the job |


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| | | | |
|---|---|---|---|
| 2 | Set up machines | 2.1 | Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | | 2.2 | Trial runs are conducted to check machine operation, accuracy and quality of finished work |
| | | 2.3 | Necessary adjustments are made to machine settings |
| 3 | Complete the quilting process | 3.1 | Machine start-up procedure is carried out in accordance with manufacturer instructions |
| | | 3.2 | Materials are fed into machine in accordance with manufacturer instructions, tooling requirements, safe handling procedures and standard workplace operating procedures |
| | | 3.3 | Machine is operated in accordance with its designed capacity and purpose, and to manufacturer recommendations |
| | | 3.4 | Machine operation, including inputs and outcomes, is monitored to ensure product quality and output |
| | | 3.5 | Waste quantities are checked and minimised |
| | | 3.6 | Items that do not meet quality requirements are repaired, recycled or discarded according to workplace procedure |
| | | 3.7 | Problems with the required work or the operation of the machine are identified and reported to appropriate persons |
| 4 | Clean up work area and maintain equipment | 4.1 | Material that can be re-used is collected and stored |
| | | 4.2 | Waste and scrap is removed following workplace procedures |
| | | 4.3 | Equipment and work area are cleaned and inspected for serviceable condition in accordance with workplace procedures |
| | | 4.4 | Unserviceable equipment is tagged and faults identified in accordance with workplace procedures |
| | | 4.5 | Operator maintenance is completed in accordance with manufacturer specifications and site procedures |


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# 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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Quilting machines include:** | • semi-automated quilting machines<br>• fully automated quilting machines |
| **Material to be processed include:** | • plain or patterned fabrics<br>• padding materials and foam |
| **Operator maintenance includes:** | • cleaning and refurbishing of the quilting needle unit, thread guides, shuttles and loopers |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |


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# Unit Mapping Information

Supersedes and is equivalent to LMFMB3004B Set up, operate and maintain a quilting machine.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFMB2007 Set up, operate and maintain a quilting machine

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Identify, set up and operate a semi-automated or automated quilting machine to complete:
  - setting up and applying at least two (2) different fabrics and padding/foam
  - identifying and correcting at least two (2) real or simulated machining faults
  - one cam change
- Conduct operator maintenance on the machines and equipment
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Types, characteristics, uses and limitations of the machines
- Characteristics, uses and limitations of thread, fabric, padding and foam
- Workplace guidelines regarding acceptable tolerance levels
- Workplace safety policies and procedures
- Procedures for reporting machinery faults and material defects

## Assessment Conditions

- Assessors must:


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  - 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 a semi-automated or automated quilting machine, including tooling equipment and accuracy devices.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFPF1001 Frame a simple artwork

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers designing, fabricating components and assembling a simple artwork package. It applies to a VET in Schools or pre-vocational program for new entrants to the furnishing industry. Tools and equipment should be used under supervision.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Picture Framing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Design artwork package | 1.1 | Artwork to be framed is identified and its qualities and framing requirements assessed |
| | | 1.2 | A provisional design package is developed |
| | | 1.3 | Design is modified as required and approved in accordance with workplace procedures |
| | | 1.4 | Work sequence is planned to suit the job |
| 2 | Cut and join mouldings | 2.1 | Work health safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 2.2 | Tools, equipment and materials required for cutting and joining of mouldings are selected and checked prior to use |


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| | | | |
|---|---|---|---|
| | | | to ensure that they are appropriate for the work in terms of quality, serviceability and safety |
| | | 2.3 | Material is set out for cutting to length according to work instructions and workplace procedures |
| | | 2.4 | Tools, machines and equipment are used in accordance with safety requirements and manufacturer specifications |
| | | 2.5 | Mouldings are cut to length and checked for quality and fit in accordance with workplace practices |
| | | 2.6 | Components are laid out and fixed in preparation for joining according to work instructions and workplace procedures |
| | | 2.7 | Components are joined and checked for quality, alignment and finish according to workplace practices |
| 3 | Cut mat board | 3.1 | Tools, equipment and materials required for cutting mat board are selected and checked prior to use to ensure that they are appropriate for the work in terms of quality, serviceability and safety |
| | | 3.2 | Mat board material is set out for cutting according to work instructions and workplace procedures |
| | | 3.3 | Tools, machines and equipment are used in accordance with safety requirements and manufacturer specifications |
| | | 3.4 | Mat boards are cut and checked for quality in accordance with workplace practices |
| 4 | Cut glass for framing | 4.1 | Tools, equipment and materials required for cutting glass are selected and checked prior to use to ensure that they are appropriate for the work in terms of quality, serviceability and safety |
| | | 4.2 | Glass is set out for cutting according to work instructions and workplace procedures |
| | | 4.3 | Tools, machines and equipment are used in accordance with safety requirements and manufacturer specifications |
| | | 4.3 | Glass is cut and checked for quality in accordance with workplace practices |
| 5 | Mount artwork | 5.1 | Method of mounting is determined |
| | | 5.2 | Mounting equipment is set up according to operating |


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| | | | |
|---|---|---|---|
| | | | procedures and workplace practice |
| | | 5.3 | Artwork is positioned on substrate according to job requirements and placed in mounting equipment |
| | | 5.4 | Mounting equipment is operated in accordance with manufacturer instructions and workplace procedures |
| | | 5.5 | Assembled artwork is removed from equipment, inspected for quality in accordance with workplace procedures |
| 6 | Assemble artwork package | 6.1 | Fabricated components are cleaned and laid out for assembly in accordance with workplace procedures |
| | | 6.2 | Artwork is attached to backing material using the selected method |
| | | 6.3 | Frame components are assembled and adjusted, as required, to fit and fixed in place |
| | | 6.4 | Frame is fitted over package and the backing is fixed in accordance with workplace procedures |
| | | 6.5 | Fittings, attachments and hanging aids are attached in accordance with workplace procedures |
| | | 6.6 | Package is inspected for quality and processed in accordance with workplace procedures |
| 7 | Complete work | 7.1 | Work area is cleaned, hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 7.2 | Off-cuts and unused materials are collected and stored for re-use or disposed following workplace procedures |
| | | 7.3 | Waste and scrap materials are dealt with following workplace procedures |

# 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.


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work involves reading and interpreting plans, developing set-outs, using hand and power tools, operating basic machinery, applying quality requirements, applying product finishing techniques and materials, and is conducted under supervision and guidance

**Simple artwork includes:**

- flat paper-based artwork not requiring any conservation measures

**Tools and equipment include:**

- guillotines
- static mounted circular saws
- drop saws
- docking saws
- mitre saws
- underpinners (V-nailers)
- screwdrivers
- hand-operated tools:
  - cutting blades
  - clamps
  - marking out tools
- mat cutters
- appropriate mounting tools and equipment
- flat felt-covered cutting table
- glass cutters
- squares
- tape measures
- marking pens/pencils

**Materials include:**

- timber
- touch-up materials
- glues


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| | |
|---|---|
| | • sandpaper<br>• standard mat board material<br>• appropriate mounting materials<br>• glass |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies:<br>  • gloves<br>  • safety glasses<br>  • gauntlets<br>  • footwear<br>  • earmuffs<br>  • aprons and overalls |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFPF1001B Frame a simple artwork.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFPF1001 Frame a simple artwork

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Adapt or vary glass and glazing designs
- As a minimum, design, prepare, fabricate and assemble one (1) item of simple artwork
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Design requirements for simple artwork
- Preparation of plans/drawings/set-outs
- Work flow and steps in relation to framing simple artwork
- Identification of hand and basic picture framing processing tools, materials, equipment, processes and procedures

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 plans/designs, picture framing hand tools and/or basic processing machines, equipment, materials and a specified project.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFPF2009 Cut mouldings to length

## Modification History

Release 1. Supersedes and is equivalent to MSFPF2002 Cut mouldings to length.

## Application

This unit describes the skills and knowledge required to prepare and use equipment to cut frame mouldings to the required length. Frames may be for artworks, documents, textiles or three dimensional (3D) items.

This unit applies to picture framers and others preparing mouldings in accordance with pre-determined frame designs.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Competency Field

Picture framing

## Elements and Performance Criteria

| **Elements** | **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 Read work order and identify cutting requirements<br>1.2 Identify and follow work health and safety requirements throughout the work<br>1.3 Identify and obtain required materials and components<br>1.4 Select and check tools and equipment for suitability, quality, serviceability and safety prior to use<br>1.5 Plan the work sequence suited to the job |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Cut mouldings | 2.1 Check and set cutting equipment safety controls and measurement stops<br>2.2 Accurately measure and cut moulding, and check length for correct sizing.<br>2.3 Inspect cut mouldings for compliance with quality and work order requirements and rectify any deficiencies<br>2.4 Achieve required cut quality, output and wastage within allowable limits through correct operation of cutting equipment<br>2.5 Identify and report problems with the cutting process to appropriate persons |
| 3. Complete work | 3.1 Mark completed work for identification and store in accordance with workplace procedures<br>3.2 Identify and store scraps and off-cuts for recycling in accordance with workplace procedures<br>3.3 Clean work area and safely dispose of rubbish<br>3.4 Accurately complete required workplace documentation<br>3.5 Check, clean and store tools and equipment in accordance with workplace procedures |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFPF2002 Cut mouldings to length.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFPF2009 Cut mouldings to length

## Modification History

Release 1. Supersedes and is equivalent to MSFPF2002 Cut mouldings to length.

## Performance Evidence

- There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:
- cut frame mouldings (with at least 1 moulding to be more than 90 mm wide) to meet specified work order requirements:
  - in each of the following materials:
    - synthetic (45 degrees)
    - timber (1 x multi-angle and 45 degrees)
  - using the following cutting tools safely to achieve quality cuts:
    - guillotines
    - saws.
    -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- work flow process for cutting of frame mouldings
- safety considerations and requirements when cutting mouldings, including personal protective equipment
- types of information relevant to cutting of mouldings found in work orders and how to interpret this information:
  - type of moulding to be cut
  - pattern or plan to be followed
  - drawings
  - cutting lists
  - number of items to be cut and holding area for completed items
  - equipment settings for the materials that are being cut
  - required cutting fluids
- characteristics, uses and limitations of mouldings made from the following materials:
  - aluminium
  - synthetics
  - timber


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- mathematical procedures for estimation, angles and measurement
- functions, features and safe use of cutting machines and devices, including specific workplace procedures and manufacturer specifications for:
  - guillotines
  - saws
- techniques for cutting frame mouldings, the types of problems that can occur and how to respond
- items for recycling and importance of using materials sustainably
- documentation requirements for identifying and recording work.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - workspace equipped with:
    - cutting tools and equipment as specified in Performance Evidence
    - consumables
    - mouldings
    - personal protective equipment
  - work orders.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFPF2010 Join mouldings

## Modification History

Release 1. Supersedes and is equivalent to MSFPF2003 Join mouldings.

## Application

This unit describes the skills and knowledge required to join mouldings to form artwork frames. Frames may be for artworks, documents, textiles or three dimensional (3D) items.

This unit applies to picture framers and others completing work in accordance with pre-determined frame designs.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Competency Field

Picture framing

## Elements and Performance Criteria

| **Elements** | **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 Read work order and identify joining requirements<br>1.2 Identify and follow work health safety requirements throughout the work<br>1.3 Obtain and check frame components against work instructions for size, number, pattern and finish profile<br>1.4 Identify and report shortages and defective items in accordance with workplace practice<br>1.5 Select fixing and joining devices in accordance with work |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | instructions and type of moulding to be joined<br>1.6 Select and check tools and equipment for suitability, quality, serviceability and safety prior to use<br>1.7 Plan the work sequence to suit the job |
| 2. Assemble frames | 2.1 Lay out components and join using selected equipment, fastenings and appropriate adhesives<br>2.2 Check assembled frame for alignment, required pattern matching and correct fasteners and attachments<br>2.3 Finish corners in accordance with workplace requirements<br>2.4 Inspect completed frames for compliance with quality and work order requirements, and rectify any deficiencies<br>2.5 Store joined frames in accordance with workplace requirements |
| 3. Complete work | 3.1 Mark completed work for identification and store in accordance with workplace procedures<br>3.2 Identify and store items for recycling in accordance with workplace procedures<br>3.3 Clean work area and safely dispose of rubbish<br>3.4 Accurately complete required workplace documentation<br>3.5 Check, clean and store tools and equipment in accordance with workplace procedures |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFPF2003 Join mouldings.


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# Links

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# Assessment Requirements for MSFPF2010 Join mouldings

## Modification History

Release 1. Supersedes and is equivalent to MSFPF2003 Join mouldings.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- assembled frames of each of the following types (at least one of them being a multi-angle frame) up to a width of 100mm:
    - synthetic
    - timber
    - aluminium
    - with each frame type to include all of the following the following profiles:
        - flat
        - traditional
        - ornate
        - floater frame
        - reverse
- safely used the following techniques to achieve quality joins:
    - drill and nail
    - underpinning
    - screwing corner stakes (for aluminium).
    -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- work flow process for frame assembly
- safety considerations and requirements for joining mouldings, including personal protective equipment
- types of information relevant to joining of mouldings found in work orders and how to interpret this information:
    - frame size
    - types of attachments
    - required materials and tools
    - quality requirements
- characteristics of the following moulding materials that impact frame assembly:


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  - synthetic
  - timber
  - aluminium
- mathematical procedures for estimation and measurement
- functions, features and safe use of tools and equipment used in the assembly process:
  - drill
  - nails
  - underpinners
- techniques for joining mouldings, the types of problems that can occur and how to respond
- items for recycling and importance of using materials sustainably
- documentation requirements for identifying and recording work.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - workspace equipped with:
    - joining tools, equipment and consumables to complete tasks in the Performance Evidence
    - personal protective equipment
  - moulding components for assembly
  - work orders.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFPF2011 Mount artwork

## Modification History

Release 1. Supersedes and is equivalent to MSFPF2004 Mount artwork.

## Application

This unit describes the skills and knowledge required to mount artwork to substrates prior to framing. It includes dry and wet mounting, pressure rolling, laminating and hinging of artwork. Frames may be for artworks, documents, textiles or three dimensional (3D) items.

This unit applies to picture framers completing work according to a pre-determined frame design.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Picture Framing

## Elements and Performance Criteria

| **Elements** | **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 Read work order and identify mounting requirements<br>1.2 Assess artwork to determine the most appropriate mounting process, including the composition of substrate and fixing materials<br>1.3 Identify and observe quality assurance requirements are identified and observed throughout the process in accordance with industry standards and workplace practices<br>1.4 Identify and follow work health and safety requirements |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | throughout the work<br>1.5 Select tools and equipment suited to the type of mounting and check for quality, serviceability and safety prior to use<br>1.6 Accurately measure and cut materials to size, and assemble in accordance with industry standards and workplace procedures<br>1.7 Position fixing agents in accordance with workplace procedures |
| 2. Mount artwork to substrate | 2.1 Set up mounting equipment in accordance with manufacturer instructions and workplace practices<br>2.2 Position artwork in accordance with job requirements<br>2.3 Prepare and apply required adhesives based on type and composition of artwork<br>2.4 Operate mounting equipment safely and in accordance with manufacturer instructions<br>2.5 Inspect mounted artwork for compliance with quality and work order requirements and rectify any deficiencies |
| 3. Complete work | 3.1 Mark completed work for identification and store in accordance with workplace procedures<br>3.2 Identify and store items for recycling in accordance with workplace procedures<br>3.3 Clean work area and safely dispose of rubbish<br>3.4 Accurately complete required workplace documentation<br>3.5 Check, clean and store tools and equipment in accordance with workplace procedures |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFPF2004 Mount artwork.


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# Links

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# Assessment Requirements for MSFPF2011 Mount artwork

## Modification History

Release 1. Supersedes and is equivalent to MSFPF2004 Mount artwork.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- mounted artwork to specification using each of the following forms of mounting on at least 1 item:
  - wet
  - dry
  - laminating
  - pressure roller
  - hinging.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- characteristics, uses and limitations of the various methods of mounting artwork, and interactions between materials used in:
  - dry mounting paper-based artwork using heat press and cold press
  - wet mounting paper and canvas-based artwork using adhesives and vacuum press
  - laminating paper-based artwork using pressure roller or laminating equipment
  - hinging, prefabricated or custom made
- work flow process for different mounting processes
- safety considerations and requirements when mounting artwork, including personal protective equipment
- mathematical procedures for estimation and measurement
- functions, features and safe use of tools and equipment used for different types of mounting:
  - general tools:
    - cutting blades
    - measuring tapes and marking out tools
  - for dry mounting:
    - heat presses (hard and soft bed)
    - tacking iron
    - piercing tool


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    - overlay effect sheets
    - silicone release paper
    - Teflon and foam plastic blankets
  - for wet mounting:
    - vacuum press
    - scrapers
    - glue/adhesive applicators (rollers and spray guns)
  - for pressure mounting:
    - pressure rolling equipment
    - cold film
  - for laminating:
    - cold roller laminator
    - laminating equipment
  - for hinging:
    - straight edge
    - thin brush
    - weight bags
    - mixing vessel and swizzle
    - steam generator
    - microwave oven
- materials and consumables used for different types of mounting:
  - for dry and wet mounting
    - medium density fibreboard (MDF)
    - foam core
    - screen board
    - mat board
    - heat and pressure sensitive films and tissues
    - adhesives (ethyl vinyl adhesive (EVA), poly vinyl adhesive (PVA), heat and pressure sensitive tissues and films)
  - for laminating
    - plastic film
  - for hinging
    - hinging paper (mulberry paper and rice paper)
    - pre-made hinging tape
    - wheat starch
    - distilled water and methyl cellulose
- types of problems that can occur in mounting and how to respond:
  - lumps and bumps
  - adhesive migration
  - misalignment and use of incorrect adhesive


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- quality and aesthetic requirements in mounting artwork
- the effect of the mounting process on the artwork
- documentation requirements for identifying and recording work.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - workspace equipped with:
    - mounting tools, equipment and consumables for all required types of mounting as specified in the Performance Evidence
    - personal protective equipment
  - work orders
  - artwork for mounting.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet. - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFPF2012 Cut mat boards

## Modification History

Release 1. Supersedes and is equivalent to MSFPF2005 Cut mat boards

## Application

This unit describes the skills and knowledge required to cut simple mat boards by hand and machine for the mounting of artwork.

This unit applies to picture framers cutting mat board in accordance with pre-determined frame designs.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Picture Framing

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for cutting | 1.1 Read work order and identify cutting requirements<br>1.2 Identify and follow work health and safety requirements throughout the work<br>1.3 Select and check tools and equipment for suitability, quality, serviceability and safety prior to use<br>1.4 Select mat cutting machines and blades suited to the required cut and adjust for angled, circular or oval cuts<br>1.5 Set cutting equipment components, controls and clamping systems<br>1.6 Select, accurately measure and lay out board material in accordance with work requirements and to minimise waste |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.7 Plan the work sequence suited to the job |
| 2. Conduct cutting operation | 2.1 Place and clamp mat board on machine<br>2.2 Inspect cut board for compliance with quality and work order requirements and rectify any deficiencies<br>2.3 Achieve required cut quality, output and wastage within allowable limits through correct operation of cutting equipment<br>2.4 Identify and report problems occurring during work operations to appropriate persons<br>2.5 Make routine equipment adjustments to achieve required output |
| 3. Complete work | 3.1 Mark completed work for identification and store in accordance with workplace procedures<br>3.2 Identify and store items for recycling in accordance with workplace procedures<br>3.3 Clean work area and safely dispose of rubbish<br>3.4 Accurately complete required workplace documentation<br>3.5 Check, clean and store tools and equipment in accordance with workplace procedures |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFPF2005 Cut mat boards.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFPF2012 Cut mat boards

## Modification History

Release 1. Supersedes and is equivalent to MSFPF2005 Cut mat boards.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- cut 4 ply mat boards, both single and double, by hand:
  - bevel cut
  - reverse cut
  - multi-window
- cut 8 ply mat boards by hand:
  - single-hole bevel cut
  - multi-hole bevel cut.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- work flow process for cutting of mat boards
- safety considerations and requirements when cutting mat boards, including personal protective equipment
- characteristics, uses and limitations of mat board materials and finishes, including handling and storage requirements:
  - paper pulp
  - rag and/or cotton pulp
  - alpha cellulose pulp board
  - finishes – plain, metallic, suede
- mathematical procedures for estimation and measurement
- functions, features and safe use of both manual and computerised mat cutting machines
  - straight line
  - circle and/or oval
  - machines with interchangeable cutting heads
- functions, features and safe use of hand-operated tools:
  - cutting blades
  - clamps
  - marking out tools


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- techniques for cutting mat boards, the types of problems that can occur and how to respond
- documentation requirements for identifying and recording work.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - workspace equipped with:
    - manual cutting tools, equipment and consumables to complete tasks in the Performance Evidence
    - personal protective equipment
    - work orders
    - mat boards for cutting.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFPF2013 Cut and handle glazing materials for framing

## Modification History

Release 1. Supersedes and is equivalent to MSFPF2006 Cut and handle glazing materials for framing.

## Application

This unit describes the skills and knowledge required to cut and handle glazing materials, including acrylic sheet, for picture and mirror frames.

This unit applies to picture framers cutting glazing materials in accordance with pre-determined frame designs.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Picture Framing

## Elements and Performance Criteria

| **Elements** | **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 Read work order and identify glazing requirements<br>1.2 Identify and follow work health safety requirements throughout the work<br>1.3 Select and check tools and equipment for quality, serviceability and safety prior to use<br>1.4 Locate required glazing material and check for imperfections and damage prior to handling<br>1.5 Handle glazing material in accordance with safety requirements and any labelling instructions |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.6 Select and clear work area of obstructions and potential hazards<br>1.7 Plan sequence of work to ensure cutting is conducted in a logical order |
| 2. Cut glazing materials | 2.1 Accurately measure glazing material to minimise waste and ensure specified tolerances in accordance with workplace standards<br>2.2 Achieve required product quality and output through correct operation and monitoring of glazing equipment and tools<br>2.3 Complete routine machine lubrication and adjustments in accordance with manufacturer instructions<br>2.4 Identify and report problems occurring during work operations to appropriate persons<br>2.5 Inspect completed work for compliance with quality and work order requirements and rectify any deficiencies |
| 3. Complete work | 3.1 Mark completed work for identification and store in accordance with workplace procedures<br>3.2 Identify and store items for recycling in accordance with workplace procedures<br>3.3 Clean work area and safely dispose of rubbish<br>3.4 Accurately complete required workplace documentation<br>3.5 Check, clean and store tools and equipment in accordance with workplace procedures |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFPF2006 Cut and handle glazing materials for framing.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFPF2013 Cut and handle glazing materials for framing

## Modification History

Release 1. Supersedes and is equivalent to MSFPF2006 Cut and handle glazing materials for framing.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- set up, prepared for and cut glazing materials:
  - cut 3 pieces of glass of varying size to within 0.5 mm tolerance (including at least 1 piece of conservation grade glass)
  - cut 3 pieces of acrylic of varying size to within 0.5 mm tolerance
  - cut 2 pieces of oval glass of varying size to within 1.5 mm tolerance
- safely used the following tools and equipment:
  - saws
  - scoring tools
  - speed cutters
  - tungsten wheel glass cutters
  - wall-mounted glass cutters.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- work flow process for the cutting of glazing materials
- safety considerations and requirements for handling and cutting glazing materials, including personal protective equipment
- potential variations in work order requirements for glazing in relation to glass:
  - type
  - thickness
  - colour
- qualities and characteristics of glazing materials, including the hazards and handling requirements for:
  - float glass
  - conservation and museum glass
  - specialty glass
  - anti-reflective and non- reflective glass


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    - sheet acrylic
    - conservation acrylic
    - mirrors
- mathematical procedures for estimation and measurement
- functions, features and safe use of cutting tools and equipment, including specific workplace procedures, manufacturer specifications and defect reporting procedures for:
    - flat felt-covered cutting tables
    - lubricants
    - marking pens or chinagraph pencils
    - saws
    - scoring tools
    - speed cutters
    - T-squares or L-squares
    - tape measures
    - templates
    - tungsten wheel glass cutters
    - wall-mounted glass cutters
- techniques for cutting glazing materials, the types of problems that can occur, and how to respond
- documentation requirements for identifying and recording work.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - workspace equipped with:
        - cutting table, tools and equipment as specified in Performance Evidence
        - personal protective equipment
        - glazing materials
    - work orders.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFPF2014 Assemble basic artwork packages

## Modification History

Release 1. Supersedes and is equivalent to MSFPF2007 Assemble a basic artwork package.

## Application

This unit describes the skills and knowledge required to identify, gather and assemble all picture frame components.

This unit applies to picture framers and others completing work in accordance with pre-determined frame designs. Designs involve basic framing for two dimensional (2D), flat artworks requiring a simple, single frame.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Picture Framing

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for assembly | 1.1 Read work order and identify assembly requirements<br>1.2 Identify and follow work health and safety requirements throughout the work<br>1.3 Select a safe and suitable work areas to assemble package<br>1.4 Identify and obtain components, fittings and attachments required for the package<br>1.5 Select and check tools and equipment for quality, serviceability and safety prior to use<br>1.6 Plan the work sequence suited to the job |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Assemble components | 2.1 Select and inspect package components for faults and repair or return in accordance with workplace procedures<br>2.2 Clean and lay out components in accordance with workplace procedures<br>2.3 Mount artwork using the specified method<br>2.4 Assemble frame components, adjust to fit and fix in place<br>2.5 Fit frame over package and fix backing in accordance with workplace procedures<br>2.6 Attach fittings, attachments and hanging aids in accordance with workplace procedures<br>2.7 Inspect package for quality, address defects or label and store in accordance with workplace procedures |
| 3. Complete work | 3.1 Mark completed work for identification and store in accordance with workplace procedures<br>3.2 Identify and store items for recycling in accordance with workplace procedures<br>3.3 Clean work area and safely dispose of rubbish<br>3.4 Accurately complete required workplace documentation<br>3.5 Check, clean and store tools and equipment in accordance with workplace procedures |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFPF2007 Assemble a basic artwork package.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFPF2014 Assemble basic artwork packages

## Modification History

Release 1. Supersedes and is equivalent to MSFPF2007 Assemble a basic artwork package.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- assembled 3 artwork packages to the required job specification, with at least 1 to be a matted artwork.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- work flow process for the assembly of artwork packages
- safety considerations and requirements when assembling artworks, including personal protective equipment
- features and functions of the components of an artwork package and how they are assembled and/or constructed:
  - artwork
  - backing
  - fittings and attachments (including hanging attachments)
  - frame
  - glass and/or acrylic
  - mat board
  - mount
- mathematical procedures for estimation and measurement
- functions, features and safe use of tools and equipment used to assemble artwork packages:
  - air blower
  - screwdrivers
  - staple guns
  - staple lifter
- features, uses and limitations of materials used to assemble artwork packages:
  - adhesives
  - cardboard
  - cleaning agents


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  - composites
  - laminates
  - metal/alloys
  - nails
  - paper
  - tacks
  - tapes
  - timber
- techniques for assembling artwork packages, the types of problems that can occur and how to respond
- documentation requirements for identifying and recording work.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - workspace equipped with:
    - assembly tools, equipment and consumables to complete tasks in the Performance Evidence
    - personal protective equipment
  - work orders
  - components of artwork packages for assembly.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFPF2015 Repair framing material finishes

## Modification History

Release 1. Supersedes and is equivalent to MSFPF2008 Recognise and repair finishes of framing materials.

## Application

This unit describes the skills and knowledge required to prepare and use materials and equipment to repair damaged framing materials.

This unit applies to picture framers and others completing work in accordance with a pre-determined work orders.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Picture Framing

## 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 | Read work order and identify repair requirements |
| | | 1.2 | Inspect frame composition and finish of frame, determine the feasibility of effecting the repair and advise the relevant person |
| | | 1.3 | Identify and follow work health and safety requirements throughout the work |
| | | 1.4 | Plan the work sequence suited to the job |
| | | 1.5 | Select and check tools and equipment for quality, serviceability and safety prior to use |


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| | | | |
|---|---|---|---|
| 2 | Repair framing materials | 2.1 | Measure, mix and use fillers and abrasive agents safely and effectively to remove or fill holes and other blemishes in materials |
| | | 2.2 | Repair other defects in accordance with workplace procedures |
| | | 2.3 | Match colours to suit existing finish of materials |
| | | 2.4 | Apply finishes to materials in accordance with workplace procedures |
| | | 2.5 | Problems occurring during repairs are identified and reported to appropriate persons |
| | | 2.6 | Inspect repaired material to ensure best possible match to existing finish and store, return for further repair or scrap in accordance with workplace procedures |
| 3 | Complete work | 3.1 | Mark completed work for identification and store in accordance with workplace procedures |
| | | 3.2 | Identify and store items for recycling in accordance with workplace procedures |
| | | 3.3 | Clean work area and safely dispose of rubbish |
| | | 3.4 | Accurately complete required workplace documentation |
| | | 3.5 | Check, clean and store tools and equipment in accordance with workplace procedures |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFPF2008 Recognise and repair finishes of framing materials.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFPF2015 Repair framing material finishes

## Modification History

Release 1. Supersedes and is equivalent to MSFPF2008 Recognise and repair finishes of framing materials.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- repaired 5 different damaged items of picture framing materials.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- work flow process for repair of framing material finishes
- safety considerations and requirements for repairing finishes to framing materials
- types, characteristics, uses and limitations of different framing materials:
  - mouldings of various materials
  - mat boards
  - perspex
  - glass
- types of defects in the finish of framing materials and their method of repair for:
  - nail and/or pin holes
  - splits and cracks
  - worn finishes and dents and bruises
- mathematical procedures for estimation, measurement and use of ratios for mixing
- functions, features and safe use of repair tools and equipment
- types of finishes to framing materials and how to colour matching and repair:
  - painted surfaces
  - schalag metal
  - gesso
  - shellac and stained finish
- documentation requirements for identifying and recording work.
-


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# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - workspace equipped with framing repair tools, equipment and consumables to complete tasks in the Performance Evidence
  - work orders
  - frames for repair.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFPF3011 Decorate mat boards

## Modification History

Release 1. Supersedes and is equivalent to MSFPF3002 Decorate mat boards.

## Application

This unit describes the skills and knowledge required to decorate mat boards by hand and machine, including use of specialty cutting, line inking, colour washing and marble papers.

This unit applies to picture framers decorating boards in accordance with pre-determined frame designs. They use discretion, judgement and specialised knowledge to select and use different techniques and materials.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Picture Framing

## Elements and Performance Criteria

| **Elements** | **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 Read work order and identify decorative requirements<br>1.2 Identify and follow work health and safety requirements throughout the work<br>1.3 Select and check tools and equipment for quality, serviceability and safety prior to use<br>1.4 Select mat cutting machines that meet requirements for specialty decorative cutting<br>1.5 Select decorative inks, paints and application equipment to match work order |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.6 Select and prepare a safe and suitable work area<br>1.7 Select and lay out board material in accordance with work requirements and to minimise waste<br>1.8 Plan the work sequence suited to the job |
| 2. Create decoration | 2.1 Decorate the mat board through correct use of machine capabilities to maximise the presentation of the artwork<br>2.2 Use decoration hand tools to achieve desired effects<br>2.3 Inspect decoration for compliance with quality and work order requirements and rectify any deficiencies |
| 3. Complete work | 3.1 Mark completed work for identification and store in accordance with workplace procedures<br>3.2 Identify and store items for recycling in accordance with workplace procedures<br>3.3 Clean work area and safely dispose of rubbish<br>3.4 Accurately complete required workplace documentation<br>3.5 Check, clean and store tools and equipment in accordance with workplace procedures |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFPF3002 Decorate mat boards.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFPF3011 Decorate mat boards

## Modification History

Release 1. Supersedes and is equivalent to MSFPF3002 Decorate mat boards.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- completed the following decoration on any size mat boards:
  - cut V groove
  - cut mat with decorative corners
  - applied wash panels and/or lines
  - applied decorative transfers
- used hand techniques and machines to achieve decorative effects.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- work flow process for decoration of mat boards
- safety considerations and requirements when cutting mat boards, including personal protective equipment
- characteristics, uses and limitations of different types of mat boards, including handling and storage requirements
- mathematical procedures for estimation and measurement
- functions, features and safe use of tools and equipment, including:
  - hand-operated tools:
    - cutting blades
    - hand cutters
    - marking out tools
    - application equipment (pens and brushes)
  - manual and computerised mat cutters
  - lettering and line drawing guides
  - colouring applications
- mat board decorating techniques, including use of different inks and paints, the types of problems that can occur and how to respond
- documentation requirements for identifying and recording work.
-


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# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - workspace equipped with:
    - mat cutting tools, equipment and consumables to complete tasks in the Performance Evidence
    - inks, paints and application equipment
    - personal protective equipment
  - mat boards for decoration
  - work orders.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFPF3013 Prepare textiles for framing

## Modification History

Release 1. Supersedes and is equivalent to MSFPF3004 Prepare textiles for framing.

## Application

This unit describes the skills and knowledge required to prepare and mount textiles for framing, including lacing, couching, blocking, stretching and straining of textiles and stitching to backing of textiles.

This unit applies to picture framers completing work in accordance with pre-determined frame designs. They use discretion, judgement and specialised knowledge to select and adapt different techniques and materials.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Picture Framing

## Elements and Performance Criteria

| **Elements** | **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 Read work order, identify proposed mounting requirements and confirm workplace capability<br>1.2 Identify and follow work health and safety requirements throughout the work<br>1.3 Analyse textile and its compatibility with the mounting process, including the type of mounting and the composition of the substrate material<br>1.4 Select tools and equipment suited to the type of mounting and check for quality, serviceability and safety prior to use |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.5 Identify and select required materials in the appropriate size quantity |
| 2. Manipulate textiles | 2.1 Prepare materials in accordance with the type of mounting<br>2.2 Place textile into position using the selected method<br>2.3 Manipulate textile to ensure the item is free of creases and overstretching marks and shows correct proportioning of images<br>2.4 Inspect textile for compliance with quality and work order requirements and rectify any deficiencies using techniques suited to the mounting method |
| 3. Complete work | 3.1 Mark completed work for identification and store in accordance with workplace procedures<br>3.2 Identify and store items for recycling in accordance with workplace procedures<br>3.3 Clean work area and safely dispose of rubbish<br>3.4 Accurately complete required workplace documentation<br>3.5 Check, clean and store tools and equipment in accordance with workplace procedures |

## Foundation Skills

Supersedes and is equivalent to MSFPF008 Prepare textiles for framing.

## Unit Mapping Information

Supersedes and is equivalent to MSFPF3004 Prepare textiles for framing

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFPF3013 Prepare textiles for framing

## Modification History

Release 1. Supersedes and is equivalent to MSFPF3004 Prepare textiles for framing

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- prepared textiles for framing that include canvas works, needle art and clothing items:
  - using each of the following preparation techniques on at least one textile:
    - lacing
    - couching
    - stretching and/or straining
    - stitching
    - blocking.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- work flow process in relation to preparing textiles for framing
- safety considerations and requirements when preparing textiles, including personal protective equipment
- types of textiles presented for framing and their features:
  - painted canvas
  - weavings
  - tapestries
  - cross-stitch
  - applique
  - silk work
  - clothing items
- type, characteristics, uses and limitations of the various methods of preparing textiles for framing, and the materials used for:
  - lacing
  - couching
  - stretching and/or straining
  - stitching
  - blocking


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- mathematical procedures for estimation and measurement
- functions, features and safe use of tools and equipment used to prepare textiles for framing:
  - needles
  - stretching pliers
  - stapler
- techniques for preparing textiles, the types of problems that can occur and how to respond
- quality and aesthetic requirements in preparing textiles for framing
- the potential impacts of mounting on textiles and how to avoid damage
- documentation requirements for identifying and recording.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - workspace equipped with:
    - tools, equipment and consumables for all required types of textile preparation as specified in the Performance Evidence
    - personal protective equipment
  - work orders
  - textiles for framing.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFPF3014 Assess and prepare framing design requirements

## Modification History

Release 1. Supersedes and is not equivalent to MSFPF3005 Recognise and handle artwork for framing, and, MSFPF3006 Prepare design requirements for framing.

## Application

This unit describes the skills and knowledge required to assess design requirements from both a conservation and aesthetic perspective, and develop a frame design that maintains and enhances the historic, sentimental or monetary value of the item to be framed.

This unit applies to picture framers who prepare designs for a wide range of framed items in different media. They apply discretion and judgment when selecting framing options for different artworks.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Picture Framing

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for design assessment | 1.1 Clear and prepare work area for inspection of artwork in accordance with workplace standards<br>1.2 Receive and handle artwork in accordance with industry recognised handling methods and workplace procedures<br>1.3 Obtain initial information about historic, monetary or sentimental value from the customer<br>1.4 Seek information from customer in relation to expectations and parameters of framing |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Assess restoration and conservation requirements | 2.1 Establish the period and quality of artwork, and its historic or monetary value through examination<br>2.2 Identify and document artwork composition and production techniques and associated restoration or conservation requirements<br>2.3 Determine limitations and options for mounting and framing<br>2.4 Identify the need for any specialised expertise in assessing, restoring or framing the artwork |
| 3. Assess aesthetic requirements | 3.1 Assess artwork against the elements and principles of design and their impact on framing selection<br>3.2 Seek and use information about customer preferences and where the item will be placed for any impact on design requirements |
| 4. Develop frame design | 4.1 Confirm compatibility of framing materials from manufacturer and industry information<br>4.2 Select framing materials that complement artwork based on the elements and principles of design and conservation needs<br>4.3 Present design options to the customer and make informed recommendations base on customer and artwork needs |
| 5. Confirm final design | 5.1 Agree and accurately document customer requirements for final design on a work order in accordance with workplace practice<br>5.2 Determine costing from pricing schedule, advise customer, and include accurate cost details on work order<br>5.3 Provide invoice that includes advice on terms and conditions for framing and obtain written customer approval<br>5.4 Store artwork ready for framing to prevent loss or damage in accordance with workplace procedures |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFPF3014 Assess and prepare framing design requirements

## Modification History

Release 1. Supersedes and is not equivalent to MSFPF3005 Recognise and handle artwork for framing, and, MSFPF3006 Prepare design requirements for framing.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- prepared design requirements, work orders and condition reports for framing designs for all of the following:
  - an object
  - a textile
  - a work on paper
  - a canvas
  - an item that requires conservation framing.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- major categories of art media and items typically presented for framing
- current and emerging trends in framing design
- influences on frame design:
  - frame package design to suit required level of conservation
  - framing style to match image quality and aesthetic value
  - customer preferences and home decor
  - mouldings, fittings and attachments to suit framing and hanging requirements
- handling requirements when inspecting items presented for framing
- conservation considerations when assessing items presented for framing:
  - monetary or sentimental value of the item
  - customers preferences
  - factors and characteristics that contribute to the need for specialist expertise
- restoration and/or preservation techniques for artwork and frames
- factors that can cause damage to artworks and how to reduce risk
  - light
  - temperature


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    - humidity
    - physical damage
    - insects
    - pollution
- elements and principles of design, their interrelationships and how these impact on framing design
    - elements:
        - line
        - direction
        - shape
        - size
        - texture
        - value
        - colour
    - principles:
        - repetition
        - alteration
        - harmony
        - graduation
        - contrast (or opposition or conflict)
        - dominance
        - unity
        - balance
- framing materials and their suitability for different items:
    - acrylic and glass
    - backing materials
    - composite construction and other framing material, such as paper/cardboard/fabric mat board
    - metal and/or alloy extrusion
    - timber
- mounting methods and their suitability for different items:
    - hinging
    - supports
    - lacing
    - stretching and direct mounting
- available products, their suitability for different ‘levels’ of framing (decoration, conservation, museum) and impacts on artwork
    - backing
    - mat board
    - glazing


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    - hinging
- legal and ethical liabilities and obligations for framing
- documentation requirements for presenting framing designs
- mathematical procedures for estimation, measurement, and calculations of costs
- pricing processes and systems used in picture framing businesses.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - workspace equipped with:
        - a layout table
        - frame component samples and manufacturer information, including mouldings and mat boards
        - colour wheel
    - items requiring framing design.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFPF3015 Apply frame finishes

## Modification History

Release 1. Supersedes and is equivalent to MSFPF3007 Apply frame finishes.

## Application

This unit describes the skills and knowledge required to covers applying surface coatings to picture frames. Frames may be for artworks, documents, textiles or three dimensional (3D) items.

This unit applies to picture framers completing work in accordance with pre-determined frame designs. They use discretion, judgement and specialised knowledge to use and adapt techniques and finishing materials.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Picture Framing

## Elements and Performance Criteria

| **Elements** | **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 Read work order and identify job requirements<br>1.2 Identify and follow work health and safety requirements throughout the work<br>1.3 Select and check tools, equipment and materials for quality, serviceability and safety prior to use<br>1.4 Prepare an appropriately ventilated area for use<br>1.5 Plan the work sequence based on processing and application techniques, time and safety requirements |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Apply surface finishes | 2.1 Check frame surfaces for contamination and faults prior to finish application<br>2.2 Repair or report faults in accordance with workplace procedures<br>2.3 Test colour matches and trial applications of finish to check equipment operation and required materials consistency<br>2.4 Apply complete surface finish in accordance job instructions and workplace procedures<br>2.5 Check surface finish against job requirements and rectify any faults to achieve required result |
| 3. Complete work | 3.1 Mark completed work for identification and store in accordance with workplace procedures<br>3.2 Identify and store items for recycling in accordance with workplace procedures<br>3.3 Clean work area and safely dispose of rubbish<br>3.4 Accurately complete required workplace documentation |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Supersedes and is equivalent to MSFPF3007 Apply frame finishes.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFPF3015 Apply frame finishes

## Modification History

Release 1. Supersedes and is equivalent to MSFPF3007 Apply frame finishes.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- applied the following finishing techniques to frames:
  - hand staining
  - hand finishing
  - washed finishing
  - mechanical finishing
  - faux finishing.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- work flow process for frame finishing, including spraying operations
- safety considerations and requirements for frame finishing, including personal protective equipment
- types and features of different picture frames to which finishes may be applied:
  - timber
  - metal and/or alloy
  - synthetic material
- mathematical procedures for estimation, measurement and use of ratios for mixing
- types and features of different natural and synthetic picture frame finishes including safety requirements for use of:
  - faux
  - foil
  - lacquer
  - oil
  - paint
  - polishes
  - powder
  - stain
  - varnishes
  - wax


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  - acrylics
  - enamels
  - polyurethane
- finishing techniques, how they are achieved and typical application problems:
  - hand staining
  - hand finishing
  - washed finishing
  - mechanical finishing
  - faux finishing
- features, functions and safe use of tools and equipment used in frame finishing:
  - air spray gun
  - airless spray gun
  - air compressor and hoses
  - paint and brushes
  - finish containers
  - scrapers
  - spray booth
  - fume extraction/ventilation system
- materials used in frame finishing for:
  - cleaning – cutting compounds, methylated spirits, rags
  - surface preparation – abrasive papers, steel wool, sandpaper, rubbers
  - surface repair – fillers
- documentation requirements for identifying and recording work.

# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - workspace equipped with:
    - tools, equipment and consumables to complete frame finishing tasks in the Performance Evidence
    - personal protective equipment
    - finishing materials
  - work orders
  - frames to be finished.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFPF3016 Assemble complex artwork packages

## Modification History

Release 1. Supersedes and is equivalent to MSFPF3008 Assemble a complex artwork package.

## Application

This unit describes the skills and knowledge required to identify, gather and assemble all picture frame components required to complete complex, custom framing of artwork that includes three dimensional (3D) items, use of mat boards, spacers and fillets and items requiring conservation framing or specialist handling.

This unit applies to picture framers completing work in accordance with pre-determined frame designs. They use discretion, judgement and specialised knowledge to select and adapt different techniques.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Picture Framing

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare for assembly | 1.1 Read work order and identify assembly requirements<br>1.2 Identify and follow work health and safety requirements throughout the work<br>1.3 Select safe and suitable work areas to assemble package<br>1.4 Identify and obtain components, fittings and attachments required for the package<br>1.5 Select and check tools and equipment for quality, serviceability and |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | safety prior to use<br>1.6 Plan the work sequence suited to the job |
| 2. Assemble components | 2.1 Select and inspect package components for faults and repair or return in accordance with workplace procedures<br>2.2 Clean and lay out components in accordance with workplace procedures<br>2.3 Mount artwork using the specified method<br>2.4 Assemble frame components, adjust to fit and fix in place<br>2.5 Fit frame over package and fix backing in accordance with workplace procedures<br>2.6 Attach fittings, attachments and hanging aids in accordance with workplace procedures<br>2.7 Inspect package for quality, address defects or label and store in accordance with workplace procedures |
| 3. Complete work | 3.1 Mark completed work for identification and store in accordance with workplace procedures<br>3.2 Identify and store items for recycling in accordance with workplace procedures<br>3.3 Clean work area and safely dispose of rubbish<br>3.4 Accurately complete required workplace documentation<br>3.5 Check, clean and store tools and equipment in accordance with workplace procedures<br>3.6 Mark completed work for identification and store in accordance with workplace procedures |

# Foundation Skills

persedes and is equivalent to MSFPF3008 Assemble a complex artwork package.


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# Unit Mapping Information

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFPF3016 Assemble complex artwork packages

## Modification History

Release 1. Supersedes and is equivalent to MSFPF3008 Assemble a complex artwork package.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- assembled each of the following to the required job specification:
  - a matted artwork with fillet
  - a multi-frame item of artwork
  - a memorabilia box frame at least 50 mm deep
  - a textile
  - a full conservation framed artwork.
  -

## Knowledge Evidence

- There must be evidence the candidate has knowledge of:
- work flow process for assembly of complex artwork packages
- features and functions of the components of complex artwork packages and how they are assembled:
  - artwork
  - backing
  - fittings and attachments (including hanging attachments)
  - frame
  - glass and/or acrylic
  - mat board
  - mount
- functions, features and safe use of tools and equipment used to assemble artwork packages:
  - clamps
  - cutting blades
  - drills
  - flexi-point gun
  - hammers


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    - marking out tools
    - screwdrivers
    - staplers
    - tacker
- materials, and how they are used to assemble artwork packages:
    - adhesives
    - cardboard
    - cleaning agents
    - composites
    - laminates
    - metal/alloy
    - nails
    - paper
    - tacks
    - tapes
    - timber
- techniques for assembling artwork packages, the types of problems that can occur and how to respond
    - scope of liabilities and obligations relating to framing artwork
    - conservation techniques for artwork and frames
    - potential impacts of the assembly process on the artwork and techniques to avoid damage.
    -

# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
    - workspace equipped with:
        - assembly tools, equipment and consumables to complete tasks in the Performance Evidence
        - personal protective equipment
    - work orders
    - components of artwork packages for assembly.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFPF3017 Install artwork

## Modification History

Release 1. Supersedes and is equivalent to MSFPF3009 Install artwork.

## Application

This unit describes the skills and knowledge required to install framed artwork in domestic or commercial situations, positioned singly or grouped in conjunction with other pieces of artwork, or in an adjustable gallery system. It includes the requirement to install heavy items as part of a team.

This unit applies to any individual installing artwork. Individuals use discretion, judgement and specialised knowledge to determine hanging constraints and select appropriate tools and equipment.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

N/A

## Unit Sector

Picture Framing

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Confirm installation requirements | 1.1 Read work order and identify installation requirements<br>1.2 Identify and follow work health and safety requirements throughout the work<br>1.3 Weigh and view artwork to be installed to determine design characteristics and physical dimensions and shape<br>1.4 Develop and action an installation plan suited to the scope of the job and gain approvals from customer and relevant authorities |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Prepare for installation | 2.1 Specifications and/or plans are read and interpreted<br>2.2 Identify and order attachments, fittings, hanging/fixing devices and display features<br>2.3 Select and check tools and equipment for quality, serviceability and safety prior to use<br>2.4 Prepare artwork to be installed for safe and secure transit to worksite<br>2.5 Plan the installation sequence suited to the job and identify the need for team installation |
| 3. Hang artwork | 3.1 Identify and follow safe manual handling requirements<br>3.2 Follow agreed installation plan and task sequence<br>3.3 Take accurate measurements to ensure correct placement of artwork<br>3.4 Install attachments, fittings, hanging and/or fixing devices and display features in accordance with identified requirements and constraints<br>3.5 Position artwork in accordance with work requirement<br>3.6 Check completed installation for security and against required specifications |
| 4. Finalise installation | 4.1 Obtain and customer approval for installation in accordance with workplace procedures<br>4.2 Clean work area and safely dispose of rubbish<br>4.3 Accurately complete other required workplace documentation<br>4.4 Clean, store and recycle tools, equipment and unused materials in accordance with workplace procedures |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

Supersedes and is equivalent to MSFPF3009 Install artwork.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFPF3017 Install artwork

## Modification History

Release 1. Supersedes and is equivalent to MSFPF3009 Install artwork.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- installed 3 items of artwork, of which one must weigh more than 16kg and be installed as a member of a team
- installed 1 item on each of the following types of walls:
  - brick
  - plaster sheet
  - lath and plaster
- installed 1 grouped set of artworks.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- work flow process for the installation of artwork
- safety considerations and requirements when installing artwork, including manual handling techniques
- types and features of framed artwork and the composition and characteristics of frames
- composition, different load bearing ability and methods of construction of walls and ceilings
- functions, features and safe use of tools and equipment used for artwork installation:
  - caulking gun
  - hammer
  - ladders
  - pliers
  - plumb bob
  - power drill and fittings
  - screwdrivers
  - spirit level
  - square
  - tape measure
  - work platform/trestles


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- functions, features and safe use of fixing devices and materials
  - attachments
  - fittings
  - hanging and/or fixing devices and display features
  - nails
  - tacks
  - screws
  - staples
  - filler
  - adhesive tapes
- design factors that influence the placement of artwork in relation to furniture, room design and existing artwork
- potential impacts of the installation process on artwork, and how to avoid damage
- legal liability when installing artwork
- documentation requirements for completing on-site installations.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - locations / walls for installation
  - installation tools, equipment and materials to complete tasks in the Performance Evidence
  - work orders
  - framed artwork and attachments, fittings and hanging and/or fixing devices as specified in performance evidence.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFPT3001 Apply piano industry knowledge and work techniques

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers researching the origins of the piano industry and how the different innovations in piano building have impacted on the piano technology sector of the furnishing industry and applying them to the workplace. It includes changes in design, construction and materials that have led to the evolution of the modern piano in order to correctly interpret work functions.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Piano Technology

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Research historical development of keyboards to modern pianos | 1.1 | Original keyboard instruments are researched and identified |
| | | 1.2 | Evolutionary development of upright pianos is investigated |
| | | 1.3 | Materials selected for use in pianos are investigated, with reasons for changes occurring examined |
| 2 | Identify changes in design of pianos | 2.1 | Changes to design of pianos are investigated and applied to work |
| | | 2.1 | Difference in playing mechanisms is known and applied to |


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| | | | |
|---|---|---|---|
| | | | work |
| 3 | Identify types of pianos | 3.1 | Modern piano types are identified |
| | | 3.2 | Differences between pianos are identified and appropriate work practices used |
| 4 | Identify basic piano components | 4.1 | Construction of piano infrastructure is identified to determine work required |
| | | 4.2 | Major systems are identified, with all parts and functions listed before commencing work |
| 5 | Research the role of a piano technician | 5.1 | Role of technician is researched and identified and applied to own work |
| | | 5.2 | Changes to role are identified as required and adapted to |
| | | 5.3 | |

# 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.

**Unit context includes:**

- work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods, codes and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion,


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| | |
|---|---|
| | judgement and problem solving |
| **Original keyboard instruments include:** | • zither<br>• clavichord<br>• harpsichord<br>• forte piano<br>• piano |
| **Periods include:** | • antique (1700-1850)<br>• Victorian (1850-1900)<br>• modern (1900-2000)<br>• current (2000 onwards) |
| **Types of pianos include:** | • vertical:<br>  • upright<br>  • spinet<br>  • console<br>  • player<br>• grand:<br>  • baby (4’6"-6’)<br>  • professional (6’-7’6")<br>  • concert (7’6"-9’+)<br>• square |
| **Piano infrastructure includes:** | • the case<br>• timing pins<br>• soundboard and bridges<br>• strings<br>• pinblock and tuning pins<br>• keys and actions |
| **Systems include:** | • actions<br>• soundboard/bridges<br>• strings<br>• structural |
| **Role of technicians include:** | • quotations<br>• tuning<br>• repairs<br>• rebuilding<br>• restoration<br>• polishing<br>• piano moving<br>• selling<br>• advice on purchases |
| **Changes to technician’s** | • restriction to tuning or repairs only<br>• less or more restoration |


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| | |
|---|---|
| **role include:** | • less or more major repairs<br>• increased use of technology in tuning process |
| **Information and procedures include:** | • workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFPT3001A Develop knowledge of piano industry.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFPT3001 Apply piano industry knowledge and work techniques

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Identify materials used in the work process
- 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
- Locate, interpret and apply information relevant to piano tuning and repair industry by identifying different pianos and their construction
- Identify and observe the role of a piano technician
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage

## Knowledge Evidence

- Types, characteristics, uses, limitations and preparation of materials and equipment used in piano tuning and repair
- Origin and types of pianos
- Piano infrastructure, including systems
- Terms used to describe piano components and systems
- Role of piano technicians
- Established lines of communication and protocols

## 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.


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- 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 upright and grand pianos.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFPT3002 Select materials for piano repair and manufacture

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers selecting materials used in the manufacture, repair or rebuilding of upright, grand and player pianos. It applies in workplaces and on-site environments for small to large scale enterprises.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Piano Technology

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Determine material requirements | 1.1 | Characteristics of timber, metal and synthetic materials used in piano construction are analysed according to structural and aesthetic requirements |
| | | 1.2 | Client requirements and desires are reviewed, confirmed and clarified |
| 2 | Select and use fasteners | 2.1 | Work instructions are used to determine job requirements for fasteners, including design, colour, finish process and quality |
| | | 2.2 | Fasteners are applied according to workplace requirements |
| | | 2.3 | Worksite is set up according to the task, including preparation of required material and selection of holding |


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| | | | |
|---|---|---|---|
| | | | and supporting equipment |
| | | 2.4 | Work is placed and held or supported in position for fastener application |
| | | 2.5 | Tools are selected and used to attach fasteners according to their safety and effecting intended purposes |
| | | 2.6 | Personal protective equipment is selected, correctly fitted and used |
| 3 | Select and use adhesives | 3.1 | Adhesives are selected according to workplace requirement |
| | | 3.2 | Worksite is set up according to the task, including preparation of required materials and selection of holding and supporting equipment |
| | | 3.3 | Work is placed and held or supported in position for adhesive application |
| | | 3.4 | Personal protective equipment is selected, correctly fitted and used |
| | | 3.5 | Work health and safety (WHS) requirements that apply to the safe application of adhesives are identified and followed |
| | | 3.6 | Adhesives are applied using clamping techniques, as required |
| 4 | Identify surface coatings and finishes for pianos and identify hardware needs | 4.1 | Surface coatings used for both interior and exterior finishing on piano components are identified, with preparation, application and durability |
| | | 4.2 | Furniture finishes used are investigated for requirements |
| | | 4.3 | Work requirements are used to determine hardware needs for piano construction and repair |
| 5 | Clean up work area | 5.1 | All tools, materials and other equipment are checked, cleaned and returned to their appropriate location |
| | | 5.2 | Work area is cleared and waste removed |
| | | 5.3 | Workplace documentation is completed and filed |


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

**Timbers include:**

- spruce
- ebony
- beech
- birch
- hardwood
- softwood
- veneers
- chipboard
- medium density fibreboard (MDF)

**Metals include:**

- aluminium
- steel
- solders
- cast iron
- brass

**Felts include:**

- wool
- synthetic

**Synthetics include:**

- plastic (keys, bushings, damper head, damper flanges, hammer butt, jack, jack flange and capstone)


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| | |
|---|---|
| **Other materials include:** | • ivory<br>• leather |
| **Characteristics of timber include:** | • density<br>• moisture content<br>• grain<br>• shrinkage<br>• knots |
| **Structural requirements include:** | • hardness<br>• density |
| **Aesthetic requirements include:** | • growth rings<br>• veneers<br>• medullary rays<br>• colour<br>• grain patterns |
| **Fasteners include:** | • screws (head, slot, machine and thread types)<br>• nails (panel pins) |
| **Adhesives include:** | • animal (horse and fish)<br>• polyvinyl chloride (PVC)<br>• contact<br>• epoxy<br>• casein<br>• latex |
| **Worksites include:** | • workshop or factory location or onsite at client's premises |
| **Holding and supporting equipment includes:** | • portable workbench<br>• clamps<br>• vices<br>• gripper mats |
| **Clamping techniques include:** | • sash<br>• 'G' clamp<br>• spring<br>• pipe |
| **Surface coatings include:** | • shellack<br>• single pack<br>• polyurethane (two pack)<br>• nitro-cellulose and pre-catalysed lacquers<br>• woodgrain fillers<br>• stains<br>• oils<br>• enamels<br>• acrylics |


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| | |
|---|---|
| **Finishes include:** | • high gloss<br>• gloss<br>• satin<br>• matt<br>• limed<br>• pigmented |
| **Hardware includes:** | • locks<br>• hinges (butt and escutcheon inserts)<br>• sliding rollers/runners<br>• knobs<br>• handles<br>• finger guards<br>• castors |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFPT3002A Select materials for piano repair and manufacture.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFPT3002 Select materials for piano repair and manufacture

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- 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
- Locate, interpret and apply information relevant to selection and use of materials, fasteners, hardware and adhesives for piano repair and manufacture, including:
  - identifying, selecting and applying at least three (3) types of fasteners and adhesives to appropriate materials
  - identify surface coatings and finishes used in piano repair and manufacture
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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 selecting materials for piano repair and manufacture
- Organisational and site standards, requirements, policies and procedures for selecting materials for piano repair and manufacture
- Reading and interpreting workplace documents including work orders, work instructions and operator instructions
- Environmental protection requirements relating to the disposal of waste material
- Established lines of communication and protocols
- Types, characteristics, uses, limitations and preparation of materials and equipment used in piano repair and manufacture


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- Types of tools and equipment used to repair and manufacture pianos and procedures for their safe use, operation and maintenance
- Characteristics of hardware and materials and their use
- Relevant problem identification and resolution
- Set-up and operation of tools and equipment used to repair and manufacture pianos
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

# 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 hand and power tools used in the repair and manufacture of pianos, materials used in the repair and manufacture of pianos, safety and personal protective equipment, and holding and supporting equipment.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFPT3003 Repair upright and grand piano actions, keys and pedals

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers repairing upright and grand piano actions, keys and pedals, and applies in a workplace and on-site environment conducted for small to large scale enterprises.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Piano Technology

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Plan for repairing actions, keys and pedals | 1.1 | Work health and safety (WHS) requirements, legislative requirements and workplace practices relevant to repairing pianos are verified and complied with |
| | | 1.2 | Customer requirements are received, analysed and confirmed with appropriate personnel with written instructions followed |
| | | 1.3 | Communication with others involved with the work is established and maintained to ensure efficient work flow, coordination, personnel cooperation and safety |
| 2 | Prepare for repair | 2.1 | Tools and equipment are selected consistent with the needs of the job |


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| | | | |
|---|---|---|---|
| | | 2.2 | Selected tools and equipment are checked for service ability and safety and any faults repaired and reported according to workplace practices |
| | | 2.3 | Personal protective equipment is correctly fitted and used |
| | | 2.4 | Materials required for the repair of piano actions, keys and pedals are selected |
| 3 | Repair piano actions, keys and pedals | 3.1 | Correct posture for repairing is demonstrated which minimises fatigue and promotes muscular control |
| | | 3.2 | Tools and equipment are applied in the repair process |
| | | 3.3 | Actions and keys are removed or dismantled, as required by the repairing process |
| | | 3.4 | Faulty or damaged parts are removed from actions, keys and pedals |
| | | 3.5 | Action parts are re-centred, as required |
| | | 3.6 | Materials for replacement felts and leathers are selected, cut and glued to action parts |
| | | 3.7 | Faulty or damaged parts are replaced in accordance with manufacturer recommendations and workplace practices |
| | | 3.8 | Quality of the repair process is continuously monitored in accordance with workplace practice and quality procedures |
| | | 3.9 | Correct posture for repairing is demonstrated which minimises fatigue and promotes muscular control |
| 4 | Clean up work area | 4.1 | All tools, materials and other equipment are checked, cleaned and returned to their appropriate location |
| | | 4.2 | Work area is cleared and waste removed |
| | | 4.3 | Workplace documentation is completed and filed |


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

**Tools and equipment include:**

- knives
- guillotine
- measuring equipment
- centering equipment
- glue brushes and sticks
- glue pots

**Correct posture includes:**

- standing or seated according to type of piano and height of individual
- evenly distributing body weight between both feet while standing to reduce fatigue
- resting arm, where available, to aid control during tuning and reduce tiredness

**Faulty or damaged parts include:**

- actions:
  - broken damper springs
  - faulty hammer heads and shanks
  - faulty hardware
- keys:
  - broken keys


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- discoloured keys
- faulty key leads

- pedals:
  - loose/worn pedal caps
  - worn pedal felt
  - damaged trap work
  - broken pedals

**Re-centering of action parts includes:**

- identify faulty centre pins
- extraction of faulty centre pins
- re-bushing flanges
- replacement of centre pins
- replacement of flanges

**Felts and leathers include:**

- felts:
  - box cloth
  - cushion felt
  - check felt
  - hammer-rest baize
  - backtouch baize
  - name board felt
  - celeste-rail felt
  - bushing felt
  - damper felts
- leathers:
  - doeskin
  - pigskin
  - sheepskin
  - kangaroo skin
  - split skin

**Personal protective equipment includes:**

- that prescribed under legislation, regulations and enterprise policies and practices

**Information and procedures include:**

- workplace procedures relating to the use of tools and equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures


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# Unit Mapping Information

Supersedes and is equivalent to LMFPT3003A Repair upright and grand piano actions, keys and pedals.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFPT3003 Repair upright and grand piano actions, keys and pedals

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Repair a minimum of two (2) actions, keys and pedals in both upright and grand pianos
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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 repairing upright and grand piano actions, keys and pedals
- organisational and site standards, requirements, policies and procedures for repairing upright and grand piano actions, keys and pedals
- Reading and interpreting workplace documents, including work orders, work instructions and operator instructions
- Environmental protection requirements relating to the disposal of waste material
- Established lines of communication and protocols
- Types, characteristics, uses, limitations and preparation of materials and equipment used in piano repair and manufacture
- Types of tools and equipment used to repair actions, keys and pedals and procedures for their safe use, operation and maintenance
- Relevant problem identification and resolution
- Set-up and operation of tools and equipment used for repairing actions, keys and pedals


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- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

# 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 hand and power tools used in the repair and manufacture of pianos, safety and personal protective equipment, holding and supporting equipment, and upright and grand pianos.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFPT3004 Rebuild upright and grand piano actions, keys and pedals

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers rebuilding upright and grand piano actions, keys and pedals. It includes removing and rebuilding of keys and key leads; damaged or worn felts, leathers and action springs; and broken hammerheads. It applies in workplace and on-site environments for small to large scale enterprises.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Piano Technology

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Plan for rebuilding actions, keys and pedals | 1.1 | Work health and safety (WHS) requirements, legislative requirements and workplace practices relevant to rebuilding pianos are verified and complied with |
| | | 1.2 | Customer requirements are received, analysed and confirmed with appropriate personnel |
| | | 1.3 | Communication with others involved with the work is established and maintained to ensure efficient work flow, coordination, personnel cooperation and safety |
| | | 1.4 | Written instructions are followed |


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| | | | |
|---|---|---|---|
| 2 | Prepare to rebuild | 2.1 | Tools and equipment are selected consistent with the needs of the job |
| | | 2.2 | Selected tools and equipment are checked for service ability and safety, and any faults repaired and reported according to workplace practices |
| | | 2.3 | Personal protective equipment is correctly fitted and used |
| | | 2.4 | Materials required for the repair of piano actions, keys and pedals are selected |
| 3 | Dismantle actions and keys | 3.1 | Correct posture for rebuilding is demonstrated which minimises fatigue and promotes muscular control |
| | | 3.2 | Actions are dismantled and all parts are named and numbered |
| | | 3.3 | Keys are removed from keyboard and named and numbered |
| | | 3.4 | Pedals are removed |
| 4 | Rebuild parts | 4.1 | Parts to be rebuilt or reconditioned are identified |
| | | 4.2 | Parts are measured and stripped of old materials in preparation for reconditioning |
| | | 4.3 | Parts are measured and reconfigured in preparation for rebuilding |
| | | 4.4 | Rebuilding or reconditioning of actions, key and pedals is carried out as required |
| | | 4.5 | Quality of the rebuilding process is continuously monitored in accordance with workplace practice and quality procedures |
| | | 4.6 | Piano actions, keys and pedals are re-assembled according to workplace practices |
| 5 | Clean up work area | 5.1 | All tools, materials and other equipment are checked, cleaned and returned to their appropriate location |
| | | 5.2 | Work area is cleared and waste removed |
| | | 5.3 | Workplace documentation is completed and filed |


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

**Tools and equipment include:**

- knives
- guillotine
- measuring equipment
- centering equipment
- glue brushes and sticks
- glue pots

**Correct posture includes:**

- standing or seated according to type of piano and height of individual
- evenly distributing body weight between both feet while standing to reduce fatigue
- resting arm where available to aid control during tuning and reduce tiredness

**Materials include:**

- action felts and leathers
- key bushings
- key frame materials
- springs and action components
- key tops
- pedal caps
- pedal trap bushings


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| | |
|---|---|
| | • centre pins<br>• hammer heads<br>• bridle tapes |
| **Rebuilding includes:** | • replacing the following with new components:<br>  • hammer heads and assembly<br>  • wippen assembly<br>  • keys<br>  • action rails<br>  • pedals and trappings<br>  • springs<br>  • action brackets |
| **Reconditioning includes:** | • repairing action components to an as new condition replacing existing parts with new materials |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFPT3004A Rebuild upright and grand piano actions, keys and pedals.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFPT3004 Rebuild upright and grand piano actions, keys and pedals

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Rebuild a minimum of two (2) actions, keys and pedals in both upright and grand pianos
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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 rebuilding actions, keys and pedals on upright and grand pianos
- Organisational and site standards, requirements, policies and procedures for rebuilding actions, keys and pedals on upright and grand pianos
- Reading and interpreting workplace documents, including work orders, work instructions and operator instructions
- Environmental protection requirements relating to the disposal of waste material
- Established lines of communication and protocols
- Terms used to describe components of an upright and grand piano
- Types, characteristics, uses, limitations and preparation of materials and equipment used in rebuilding actions, keys and pedals on upright and grand pianos
- Types of tools and equipment used to rebuild actions, keys and pedals, and procedures for their safe use, operation and maintenance


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- Relevant problem identification and resolution
- Set-up and operation of tools and equipment used for rebuilding actions, keys and pedals on upright and grand pianos
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

# 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 hand and power tools used in the rebuilding of actions, keys and pedals of upright and grand pianos, safety and personal protective equipment, holding and supporting equipment, and upright and grand pianos.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFPT3005 Re-string and re-pin a piano

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers removing existing strings and pins from upright and grand pianos and replace them with new strings and pins, including disassembling and re-assembling the piano, assessing piano suitability for restringing, de-tuning piano, chipping up and measuring strings and pin positions for replacement. It applies in workplace and on-site environments for small to medium scale enterprise.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Piano Technology

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Plan for re-stringing and re-pinning | 1.1 | Work health and safety (WHS) requirements, legislative requirements and workplace practices relevant to repairing pianos are verified and complied with |
| | | 1.2 | Customer requirements are received, analysed and confirmed with appropriate personnel |
| | | 1.3 | Communication with others involved with the work is established and maintained to ensure efficient work flow, coordination, personnel cooperation and safety |
| | | 1.4 | Written instructions are followed |


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|---|---|---|---|
| 2 | Prepare for repair | 2.1 | Tools and equipment are selected consistent with the needs of the job |
| | | 2.2 | Selected tools and equipment are checked for service ability and safety, and any faults repaired and reported according to workplace practices |
| | | 2.3 | Personal protective equipment is correctly fitted and used |
| | | 2.4 | Materials required for the re-stringing and re-pinning of piano are selected |
| 3 | Assess piano | 3.1 | Correct posture for repairing is demonstrated which minimises fatigue and promotes muscular control |
| | | 3.2 | Case parts are removed and stored |
| | | 3.3 | Measurements of all string sizes are taken throughout piano |
| | | 3.4 | Position of all pressure bars, duplex bars and under-stringing felts are noted |
| | | 3.5 | Base strings are inspected for tone and quality, noting those needing replacement |
| 4 | Prepare piano for re-stringing | 4.1 | Length of strings are measured and recorded |
| | | 4.2 | Piano is de-tuned |
| | | 4.3 | Pressure bars/agraffes are removed |
| | | 4.4 | Strings are removed by unwinding in order |
| | | 4.5 | Bass strings are tagged for identification purposes using a wire guide to store until needed |
| | | 4.6 | Tuning pins are removed and assessed for re-usability |
| | | 4.7 | Samples of tuning pins, felts and eye strings are retained |
| | | 4.8 | Size of new pins and drill holes are calculated for appropriate tension requirements |
| 5 | Re-pin and re-string piano | 5.1 | Stringing scale is re-calculated |
| | | 5.2 | Agraffes are replaced in accurate position, as required |
| | | 5.3 | Pins and treble strings are replaced in required order, with |


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|---|---|---|---|
| | | | under-stringing felt inserted |
| | | 5.4 | Pins and base strings are replaced in required order |
| | | 5.5 | Pressure bars are replaced in accurate position |
| 6 | Chip up piano | 6.1 | Pitch standard is established |
| | | 6.2 | Strings are plucked and tuned individually against pitch standard |
| | | 6.3 | Strings are rubbed down and process repeated until strings stabilised |
| 7 | Re-assemble piano | 7.1 | Piano is re-assembled |
| | | 7.2 | Tools and equipment are maintained, cleaned and stored safely in designated location |
| | | 7.3 | Records are maintained in accordance with enterprise requirements or industry practice |
| 8 | Clean up work area | 8.1 | All tools, materials and other equipment are checked, cleaned and returned to their appropriate location |
| | | 8.2 | Work area is cleared and waste removed |
| | | 8.3 | Workplace documentation is completed and filed |

# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and


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| | |
|---|---|
| | dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Tools and equipment include:** | • micrometre<br>• tuning hammer<br>• tuning fork<br>• pitch standard<br>• T hammer<br>• string lifter<br>• drills and bits<br>• tension wrench<br>• hammers and punches<br>• wire cutters<br>• pliers<br>• vice grips<br>• stringing tools<br>• measuring equipment<br>• re-scaling tools<br>• knives<br>• glue<br>• plectrum<br>• glove |
| **Materials include:** | • treble and bass strings<br>• tuning pins<br>• understringing felt<br>• agraffes |
| **Identification purposes include:** | • name and address<br>• brand name, style, size or serial number of piano<br>• strings per note |
| **Eye strings include:** | • single wound German<br>• double wound German<br>• French eye |
| **Under-stringing felt includes:** | • string pillows<br>• bearing felt<br>• listing felt<br>• pressure bar felt |


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| | |
|---|---|
| **Pitch standards include:** | • piano<br>• electronic keyboard<br>• electronic tuning device (ETD)<br>• tuning fork |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFPT3005A Re-string and re-pin a piano.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFPT3005 Re-string and re-pin a piano

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Select, set up and maintain equipment in accordance with manufacturer specifications and workplace practices and re-string and re-pin a minimum of two (2) pianos, one (1) upright and one (1) grand
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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 re-stringing and re-pinning upright and grand pianos
- Organisational and site standards, requirements, policies and procedures for re-stringing and re-pinning upright and grand piano
- Reading and interpreting workplace documents, including work orders, work instructions and operator instructions
- Environmental protection requirements relating to the disposal of waste material
- Established lines of communication and protocols
- Types, characteristics, uses, limitations and preparation of materials and equipment used in piano re-stringing and re-pinning
- Types of tools and equipment used to re-string and re-pin pianos and procedures for their safe use, operation and maintenance


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- Relevant problem identification and resolution
- Set-up and operation of tools and equipment used for re-stringing and re-pinning pianos
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

# 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 hand and power tools used to re-string and re-pin upright and grand pianos, safety and personal protective equipment, holding and supporting equipment, and upright and grand pianos.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFPT3006 Regulate actions, keys and pedals of upright pianos

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers regulating upright piano actions, keys and pedals, including adjusting action rail, striking distance, hammer running alignment, key depth, lost motion and set off; checking distance, damper spoon bending, damper stop rail, jack stop rail and sustain, soft, mute and sostenuto pedals. It applies in workplace and on-site environments for small to large scale enterprises.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Piano Technology

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Plan for regulating actions, keys and pedals | 1.1 | Work health and safety (WHS) requirements, legislative requirements and workplace practices relevant to regulating pianos are verified and complied with |
| | | 1.2 | Customer requirements are received, analysed and confirmed with appropriate personnel |
| | | 1.3 | Communication with others involved with the work is established and maintained to ensure efficient workflow, coordination, personnel cooperation and safety |
| | | 1.4 | Written instructions are followed |


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| | | | |
|---|---|---|---|
| 2 | Prepare to regulate | 2.1 | Correct posture for regulating is demonstrated which minimises fatigue and promotes muscular control |
| | | 2.2 | Tools and equipment are selected consistent with the needs of the job |
| | | 2.3 | Selected tools and equipment are checked for service ability and safety, and any faults repaired and reported according to workplace practices |
| | | 2.4 | Personal protective equipment is correctly fitted and used |
| 3 | Align action components | 3.1 | Alignment of action rail is checked and adjusted |
| | | 3.2 | Striking distance is adjusted to industry specifications |
| | | 3.3 | Hammer running alignment and angling is adjusted |
| | | 3.4 | Wippen alignment procedures are performed |
| 4 | Regulate keyboard | 4.1 | Lost motion is adjusted |
| | | 4.2 | Set off is adjusted |
| | | 4.3 | Checking distance is adjusted |
| | | 4.4 | Dampers are regulated to industry specifications |
| | | 4.5 | Damper spoon bending is adjusted to half striking distance |
| | | 4.6 | Damper stop rail and jack stop rail are adjusted to industry specifications |
| 5 | Adjust pedals | 5.1 | Sustain pedal is adjusted to lift when the pedal is one third through its motion |
| | | 5.2 | Soft pedal is adjusted to an acceptable lost motion |
| | | 5.3 | Mute pedal is adjusted for hammers to clear felt in rest position but strike felt in lockdown position |
| | | 5.4 | Sostenuto pedal is adjusted so relevant dampers are locked in position when note is played |
| 6 | Make final check and inspection | 6.1 | Upright piano is inspected for playability and performance |
| | | 6.2 | Adjustments to actions and pedals are made as required |


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| | | | |
|---|---|---|---|
| 7 | Clean up work area | 7.1 | All tools, materials and other equipment are checked, cleaned and returned to their appropriate location |
| | | 7.2 | Work area is cleared and waste removed |
| | | 7.3 | Workplace documentation is completed and filed |

# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

**Correct posture includes:**

- standing or seated according to type of piano and height of individual
- evenly distributing body weight between both feet while standing to reduce fatigue
- resting arm where available to aid control during tuning and reduce tiredness

**Tools and equipment include:**

- capstan regulator
- set off regulator
- touch/dip block
- rule


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| | |
|---|---|
| | • regulating buttons<br>• damper regulator<br>• key easing pliers<br>• wire bender<br>• screwdriver |
| **Acceptable lost motion includes:** | • 2 mm movement of pedal rod before hammer rest is activated |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFPT3006A Regulate actions, keys and pedals of upright pianos.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFPT3006 Regulate actions, keys and pedals of upright pianos

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Regulate a minimum of three (3) actions, keys and pedals in upright pianos
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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 regulating upright piano actions, keys and pedals
- Organisational and site standards, requirements, policies and procedures for regulating upright piano actions, keys and pedals
- Reading and interpreting workplace documents, including work orders, work instructions and operator instructions
- Environmental protection requirements relating to the disposal of waste material
- Established lines of communication and protocols
- Types, characteristics, uses, limitations and preparation of materials and equipment used in piano regulating
- Types of tools and equipment used to regulate actions, keys and pedals and procedures for their safe use, operation and maintenance
- Relevant problem identification and resolution
- Set-up and operation of tools and equipment used for regulating actions, keys and pedals


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- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

# 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 hand and power tools used to regulate actions, keys and pedals of upright pianos, safety and personal protective equipment, holding and supporting equipment, and upright pianos.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFPT3007 Regulate actions, keys and pedals of grand pianos

## Modification History

Release 1 - New unit of competency

## Application

## Pre-requisite Unit

## Competency Field

## Unit Sector

Piano Technology

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Plan and prepare for work | 1.1 | Work health and safety (WHS) requirements, legislative requirements and workplace practices relevant to regulating actions, keys and pedals of grand pianos are verified and complied with |
| | | 1.2 | Customer requirements are received, analysed and confirmed with appropriate personnel |
| | | 1.3 | Communication with others involved with the work is established and maintained to ensure efficient work flow, coordination, personnel cooperation and safety |
| 2 | Prepare, measure and assess | 2.1 | Correct posture for regulating is demonstrated which minimises fatigue and promotes muscular control |
| | | 2.2 | Tools and equipment are selected consistent with the needs of the job |
| | | 2.3 | Selected tools and equipment are checked for service ability and safety, and any faults repaired and reported according to workplace practices |
| | | 2.4 | Personal protective equipment is correctly fitted and used |


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| | | 2.5 | Trial regulation standards are set to determine correct action operation |
| | | 2.6 | Checking and re-adjusting are carried out, as required |
| 3 | Align action components | 3.1 | Alignment of action rail is checked and adjusted |
| | | 3.2 | Hammer running alignment and angling is adjusted |
| | | 3.3 | Wippen alignment procedures are performed |
| | | 3.4 | Action is bedded to key frame and the key frame bedded to the key bed |
| 4 | Regulate keys | 4.1 | Keys are levelled, squared and spaced according to industry specifications |
| | | 4.2 | Key depth is adjusted |
| 5 | Regulate actions | 5.1 | Jack to roller alignment and repetition lever height is adjusted |
| | | 5.2 | Striking distance is adjusted to industry specifications |
| | | 5.3 | Let off is adjusted |
| | | 5.4 | Checking distance is adjusted |
| | | 5.5 | Repetition spring is adjusted |
| | | 5.6 | Hammer drop is adjusted |
| | | 5.7 | Dampers are regulated to industry specifications |
| 6 | Make final check and inspection | 6.1 | Grand piano is inspected for playability and performance |
| | | 6.2 | Adjustments to action and pedals as required |
| 7 | Clean up work area | 7.1 | All tools, materials and other equipment are checked, cleaned and returned to their appropriate location |
| | | 7.2 | Work area is cleared and waste removed |
| | | 7.3 | Workplace documentation is completed and filed |


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# 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.

| | |
|---|---|
| **Unit context** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Correct posture includes:** | • standing or seated according to type of piano and height of individual<br>• evenly distributing body weight between both feet while standing to reduce fatigue<br>• resting arm where available to aid control during tuning and reduce tiredness |
| **Tools and equipment include:** | • capstan regulator<br>• set off regulator<br>• touch/dip block<br>• rule<br>• regulating buttons<br>• damper regulator<br>• key easing pliers<br>• wire bender<br>• screwdriver |
| **Regulation of dampers include:** | • damper lift<br>• damper stop rail<br>• damper travel<br>• alignment to strings |


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| | |
|---|---|
| | • damper spacing<br>• damper guide bushings |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFPT3007A Regulate actions, keys and pedals of grand pianos.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFPT3007 Regulate actions, keys and pedals of grand pianos

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Regulate a minimum of three (3) actions, keys and pedals in grand pianos
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative

## Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for regulating grand piano actions, keys and pedals
- Organisational and site standards, requirements, policies and procedures for regulating grand piano actions, keys and pedals
- Reading and interpreting workplace documents, including work orders, work instructions and operator instructions
- Environmental protection requirements relating to the disposal of waste material
- Established lines of communication and protocols
- Types, characteristics, uses, limitations and preparation of materials and equipment used in piano regulating
- Types of tools and equipment used to regulate actions, keys and pedals and procedures for their safe use, operation and maintenance
- Relevant problem identification and resolution
- Set-up and operation of tools and equipment used for regulating actions, keys and pedals
- Storage systems and labelling


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- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

# 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 hand and power tools used to regulate actions, keys and pedals of grand pianos, safety and personal protective equipment, holding and supporting equipment, and grand pianos.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFPT3008 Apply piano tuning theory and basic acoustics

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers applying piano tuning theory and basic acoustics and identifying the important relationship between them when a piano is tuned.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Piano Technology

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Apply knowledge of basic acoustics | 1.1 | Elements of basic acoustics are applied to piano tuning, as required |
| | | 1.2 | Acoustical laws of sounding strings are applied to piano tuning, as required |
| 2 | Apply knowledge of piano tuning | 2.1 | Elements of piano tuning theory are applied to piano tuning, as required |
| | | 2.2 | Effect of inharmonicity on piano tuning is applied to piano tuning, as required |
| 3 | Apply knowledge of musical scales | 3.1 | Elements of musical scale theory are applied to piano tuning, as required |
| | | 3.2 | The behaviour of piano strings and their proper dimensions |


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are applied to piano tuning, as required

3.3 The laws of strings are applied to piano tuning, as required

3.4 Musical scales are applied to piano tuning, as required

## 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.

**Unit context includes:**

- work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods, codes and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

**Basic acoustics include:**

- sound waves
- beats
- frequencies
- harmonics
- cycles
- partials
- overtones
- nodes
- fundamentals
- sine waves
- intonation


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| | |
|---|---|
| | • transients<br>• cents<br>• commas<br>• compound tones<br>• inharmonicity |
| **Piano tuning theory includes:** | • how wire vibrates<br>• what happens when two or more wires vibrate simultaneously<br>• how vibrations are organised into a tuning scale<br>• how vibrations are related mathematically<br>• pitch, beat rates, intervals and octave stretching |
| **Musical scale theory includes:** | • diatonic scale<br>• equal temperament<br>• mean-tone |
| **Laws of strings include:** | • First law<br>• Third law<br>• Combined law<br>• Taylor's Formula<br>• need for wrapped strings |

# Unit Mapping Information

Supersedes and is equivalent to LMFPT3008A Understand piano tuning theory and basic acoustics.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFPT3008 Apply piano tuning theory and basic acoustics

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Apply safe handling requirements for equipment, products and materials
- 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
- Apply basic acoustics, piano tuning theory and musical scale theory to tuning
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Avoid backtracking, work flow interruptions or wastage

## Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to piano tuning
- Basic acoustics
- Piano tuning theory
- Musical scale theory
- Established lines of communication and protocols
- Relevant problem identification and resolution

## 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.


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- 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 upright or grand pianos.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFPT3009 Develop control of tuning hammers

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers controlling tuning hammers by moving the tuning pins in very small increments accurately. It applies in workplace and on-site environments for small to large scale enterprise.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Piano Technology

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Plan for using tuning hammers | 1.1 | Work health and safety (WHS) requirements, legislative requirements and workplace practices relevant to tuning pianos are verified and complied with |
| | | 1.2 | Communication with others involved with the work is established and maintained to ensure efficient work flow, coordination, personnel cooperation and safety |
| | | 1.3 | Written instructions are followed |
| 2 | Select tools and equipment | 2.1 | Tools and equipment are selected consistent with the needs of the job |
| | | 2.2 | Selected tools and equipment are checked for service ability and safety, and any faults repaired and reported |


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| | | | |
|---|---|---|---|
| | | | according to workplace practices |
| | | 2.3 | Personal protective equipment is correctly fitted and used |
| 3 | Set pin in specified position | 3.1 | Correct posture for tuning is demonstrated which minimises fatigue and promotes muscular control |
| | | 3.2 | Pin is set at desired pitch utilising a pitch standard, within accuracy constraints to + or – 0.5 cents |
| | | 3.3 | Key is struck using stabilising blows |
| | | 3.4 | Coordinated motor and auditory reflexes are demonstrated throughout tuning |
| | | 3.5 | Strings are tuned and stabilised using appropriate techniques |
| 4 | Clean up work area | 4.1 | All tools, materials and other equipment are checked, cleaned and returned to their appropriate location |
| | | 4.2 | Work area is cleared and waste removed |
| | | 4.3 | Workplace documentation is completed and filed |

# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative


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| | |
|---|---|
| | obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Tools and equipment include:** | • pitch standard<br>• tuning lever/hammer<br>• temperament strip<br>• mutes and wedges<br>• tip wrench<br>• tuning tips and heads |
| **Correct posture includes:** | • standing or seated according to type of piano and height of individual<br>• evenly distributing body weight between both feet while standing to reduce fatigue<br>• resting arm where available to aid control during tuning and reduce tiredness |
| **Pitch standards include:** | • piano<br>• electronic keyboard<br>• electronic tuning device (ETD)<br>• tuning fork |
| **Hammer techniques include:** | • selection of tuning tip and angle<br>• jerking movements<br>• positioning hammer on pin at correct angle to avoid bending of tuning pin |
| **Stabilisation techniques include:** | • use of firm key blows in conjunction with placement of pin<br>• calculation of string stretch |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFPT3009A Develop control of tuning hammers.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFPT3009 Develop control of tuning hammers

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Set pin and tune and stabilise strings on both upright and grand pianos a minimum of three (3) times using tuning hammers
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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 tuning pianos
- Organisational and site standards, requirements, policies and procedures for tuning pianos
- Reading and interpreting workplace documents including work orders, work instructions and operator instructions
- Piano tuning process
- Environmental protection requirements relating to the disposal of waste material
- Established lines of communication and protocols
- Types, characteristics, uses, limitations and preparation of materials and equipment used in piano tuning
- Types of tools and equipment used to tune pianos and procedures for their safe use, operation and maintenance
- Relevant problem identification and resolution


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- Set-up and operation of tools and equipment used for tuning pianos
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

# 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 used in the tuning and repair of pianos, safety and personal protective equipment, holding and supporting equipment, and upright and grand pianos.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFPT3010 Pitch raise a piano

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers pitch raising a piano prior to the tuning process by calculating and assessing the ability of an upright, grand and player piano to achieve the desired pitch, including assessment of overpull or stretch of strings. It applies in workplace and on-site environments for small to large scale enterprises.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Piano Technology

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Plan for pitch raising | 1.1 | Work health and safety (WHS) requirements, legislative requirements and workplace practices relevant to tuning pianos are verified and complied with |
| | | 1.2 | Customer requirements are received, analysed and confirmed with appropriate personnel |
| | | 1.3 | Communication with others involved with the work is established and maintained to ensure efficient work flow, coordination, personnel cooperation and safety |
| | | 1.4 | Written instructions are followed |
| 2 | Prepare to tune | 2.1 | Tools and equipment are selected consistent with the needs |


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| | | | |
|---|---|---|---|
| | unisons | | of the job |
| | | 2.2 | Selected tools and equipment are checked for service ability and safety, and any faults repaired and reported according to workplace practices |
| | | 2.3 | Personal protective equipment is correctly fitted and used |
| 3 | Assess suitability of piano for pitch raise | 3.1 | Components used in pitch raising are assessed for suitability |
| | | 3.2 | Distance from target pitch is determined |
| | | 3.3 | Overpull/stretch required to achieve target pitch is calculated |
| | | 3.4 | Pitch standard is established |
| 4 | Pitch raise piano | 4.1 | Correct posture for tuning is used which minimises fatigue and promotes muscular control |
| | | 4.2 | Strings are tuned according to required process |
| | | 4.3 | Pitch raise to achieve an accuracy of ± 5 cent per note |
| | | 4.4 | Correct tuning hammer technique is used |
| 5 | Clean up work area | 5.1 | All tools, materials and other equipment are checked, cleaned and returned to their appropriate location |
| | | 5.2 | Work area is cleared and waste removed |
| | | 5.3 | Workplace documentation is completed and filed |

# 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.


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Range is restricted to essential operating conditions and any other variables essential to the work environment.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Tools and equipment include:** | • tuning fork<br>• tuning lever/hammer<br>• temperament strip<br>• mutes and wedges<br>• tip wrench<br>• tuning tips and heads<br>• pitch standard |
| **Components include:** | • strings<br>• wrest plank/tuning plank<br>• frame<br>• soundboard<br>• bridges |
| **Pitch standards include:** | • piano<br>• electronic keyboard<br>• electronic tuning device (ETD)<br>• tuning fork |
| **Correct posture includes:** | • standing or seated according to type of piano and height of individual<br>• evenly distributing body weight between both feet while standing to reduce fatigue<br>• resting arm where available to aid control during tuning and reduce tiredness |
| **Pitch raising occurs:** | • when a piano is more than one cycle flat or sharp from desired standard |
| **Tuning process includes:** | • for a small pitch raise, normal tuning sequence is followed<br>• for a significant pitch raise, chromatic tuning from note #1 could be required |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and** | • workplace procedures relating to the use of tools and |


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**procedures include:**

equipment

- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

## Unit Mapping Information

Supersedes and is equivalent to LMFPT3010A Pitch raise.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFPT3010 Pitch raise a piano

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Tune a minimum of three (3) sets of strings on at least one (1) upright and one (1) grand piano
- Pitch raise a minimum of three (3) times on at least one (1) upright and one (1) grand piano
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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 tuning pianos
- Organisational and site standards, requirements, policies and procedures for tuning pianos
- Reading and interpreting workplace documents, including work orders, work instructions and operator instructions
- Environmental protection requirements relating to the disposal of waste material
- Established lines of communication and protocols
- Types, characteristics, uses, limitations and preparation of materials and equipment used in piano tuning
- Types of tools and equipment used to regulate actions, keys and pedals and procedures for their safe use, operation and maintenance
- Relevant problem identification and resolution


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- Set-up and operation of tools and equipment used for tuning pianos
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

# 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 hand tools used in the tuning of pianos, safety and personal protective equipment, and upright and grand pianos.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFPT3011 Tune unisons aurally to a beatless condition

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers tuning unisons aurally so they achieve an even and accurate pitch that may include the use of hammers and stabilisation techniques. It applies in workplace and on-site environments for small to large scale enterprises.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Piano Technology

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Plan for tuning unisons aurally | 1.1 | Work health and safety (WHS) requirements, legislative requirements and workplace practices relevant to tuning unisons are verified and complied with |
| | | 1.2 | Customer requirements are received, analysed and confirmed with appropriate personnel |
| | | 1.3 | Communication with others involved with the work is established and maintained to ensure efficient work flow, coordination, personnel cooperation and safety |
| | | 1.4 | Written instructions are followed |
| 2 | Prepare to tune unisons | 2.1 | Tools and equipment are selected consistent with the needs of the job |


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| | | 2.2 | Selected tools and equipment are checked for service ability and safety and any faults repaired and reported according to workplace practices |
| | | 2.3 | Personal protective equipment is correctly fitted and used |
| 3 | Set a string | 3.1 | Correct posture for tuning is demonstrated which minimises fatigue and promotes muscular control. |
| | | 3.2 | The fundamental string is tuned aurally to a pitch standard |
| | | 3.3 | Given an external pitch standard, frequency of one string is matched to that pitch to within ± .5 cent |
| | | 3.4 | Tuned string is stabilised using correct hammer techniques |
| 4 | Tune an adjacent string in unison to the fundamental string | 4.1 | Pitch of unison string is adjusted to fundamental string, employing stabilisation techniques, to a beatless condition |
| | | 4.2 | Remaining strings are tuned according to above process |
| 5 | Clean up work area | 5.1 | All tools, materials and other equipment are checked, cleaned and returned to their appropriate location |
| | | 5.2 | Work area is cleared and waste removed |
| | | 5.3 | Workplace documentation is completed and filed |

# 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.


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| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Tools and equipment include:** | • pitch standard<br>• tuning lever/hammer<br>• temperament strip<br>• mutes and wedges<br>• tip wrench<br>• tuning tips and heads |
| **Correct posture includes:** | • standing or seated according to type of piano and height of individual<br>• evenly distributing body weight between both feet while standing to reduce fatigue<br>• resting arm where available to aid control during tuning and reduce tiredness |
| **Pitch standards include:** | • piano<br>• electronic keyboard<br>• electronic tuning device (ETD)<br>• tuning fork |
| **Hammer techniques include:** | • selection of tuning tip and angle<br>• jerking movements<br>• positioning hammer on pin at correct angle to avoid bending of tuning pin |
| **Stabilisation techniques include:** | • use of firm key blows in conjunction with placement of pin<br>• calculation of string stretch |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |


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# Unit Mapping Information

Supersedes and is equivalent to LMFPT3011A Tune unisons aurally to a beatless condition.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFPT3011 Tune unisons aurally to a beatless condition

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Tune a minimum of two (2) unisons aurally on both one (1) upright and one (1) grand piano
- Detect aurally the differences in frequency between strings within ± .5 cent without the aid of an electronic device where the fundamentals are matching with no audible interfering patterns
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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 tuning pianos
- Organisational and site standards, requirements, policies and procedures for tuning pianos
- Reading and interpreting workplace documents including work orders, work instructions and operator instructions
- Environmental protection requirements relating to the disposal of waste material
- Established lines of communication and protocols
- Types, characteristics, uses, limitations and preparation of materials and equipment used in piano tuning


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- Types of tools and equipment used to regulate actions, keys and pedals and procedures for their safe use, operation and maintenance
- Relevant problem identification and resolution
- Set-up and operation of tools and equipment used for tuning pianos
- Identify the fundamental string (the first string of a given note that is tuned to an external pitch standard) and the adjacent string
- Recognise that in a bi-cord, the string selected can be either side of the fundamental, while in a tri-cord, three adjacent strings are tuned
- Identify beatless condition where two strings are at the same frequency
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

# 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 hand tools used in the tuning of pianos, safety and personal protective equipment, and upright and grand pianos.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFPT3012 Tune octaves aurally to appropriate stretch

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers tuning octaves aurally so they achieve an even and accurate pitch and then continuing to tune strings while using hammer and stabilisation techniques. It applies in workplace and on-site environments for small to large scale enterprises.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Piano Technology

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Plan for tuning octaves aurally | 1.1 | Work health and safety (WHS) requirements, legislative requirements and workplace practices relevant to tuning octaves are verified and complied with |
| | | 1.2 | Customer requirements are received, analysed and confirmed with appropriate personnel |
| | | 1.3 | Communication with others involved with the work is established and maintained to ensure efficient work flow, coordination, personnel cooperation and safety |
| | | 1.4 | Written instructions are followed |
| 2 | Prepare to tune octaves | 2.1 | Tools and equipment are selected consistent with the needs of the job |


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| | | 2.2 | Selected tools and equipment are checked for service ability and safety and any faults repaired and reported according to workplace practices |
| | | 2.3 | Personal protective equipment is correctly fitted and used |
| 3 | Tune the fundamental string aurally to a pitch standard | 3.1 | Correct posture for tuning is demonstrated which minimises fatigue and promotes muscular control |
| | | 3.2 | Given an external pitch standard, frequency of one string is matched to that pitch to within ± .5 cent |
| | | 3.3 | Tuned string is stabilised using hammer techniques |
| 4 | Match frequency of a string 1 octave above or below pitch standard | 4.1 | Pitch of string/octave is adjusted above or below pitch standard |
| | | 4.2 | Stabilisation techniques are utilised |
| | | 4.3 | 4th and 5th intervals are used to establish the highest or lowest beatless condition |
| | | 4.4 | The overtone of the primary note is matched a fundamental octave up, or the fundamental of a primary note is matched to the 1st octave of one overtone lower |
| | | 4.5 | 10th, double octaves and minor 7th checks are used |
| | | 4.6 | Intervals going up and down are tested to ensure tuning meets industry standards |
| | | 4.7 | Remaining octaves are tuned according to the above process |
| 5 | Clean up work area | 5.1 | All tools, materials and other equipment are checked, cleaned and returned to their appropriate location |
| | | 5.2 | Work area is cleared and waste removed |
| | | 5.3 | Workplace documentation is completed and filed |


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# 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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Tools and equipment include:** | • pitch standard<br>• tuning lever/hammer<br>• temperament strip<br>• mutes and wedges<br>• tip wrench<br>• tuning tips and heads |
| **Correct posture includes:** | • standing or seated according to type of piano and height of individual<br>• evenly distributing body weight between both feet while standing to reduce fatigue<br>• resting arm where available to aid control during tuning and reduce tiredness |
| **Pitch standards include:** | • piano<br>• electronic keyboard<br>• electronic tuning device (ETD)<br>• tuning fork |
| **Hammer techniques include:** | • selection of tuning tip and angle<br>• jerking movements<br>• positioning hammer on pin at correct angle to avoid bending |


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| | |
|---|---|
| | of tuning pin |
| **Stabilisation techniques include:** | • use of firm key blows in conjunction with placement of pin<br>• calculation of string stretch |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFPT3012A Tune octaves aurally to appropriate stretch.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFPT3012 Tune octaves aurally to appropriate stretch

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Tune a minimum of two (2) octaves aurally on both one (1) upright and one (1) grand piano
- Detect aurally the differences in frequency between strings within ± .5 cent without the aid of an electronic device where the fundamentals are matching with no audible interfering patterns
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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 tuning pianos
- Organisational and site standards, requirements, policies and procedures for tuning pianos
- Reading and interpreting workplace documents, including work orders, work instructions and operator instructions
- Environmental protection requirements relating to the disposal of waste material
- Established lines of communication and protocols
- Types, characteristics, uses, limitations and preparation of materials and equipment used in piano tuning


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- Types of tools and equipment used to regulate actions, keys and pedals and procedures for their safe use, operation and maintenance
- Relevant problem identification and resolution
- Set-up and operation of tools and equipment used for tuning pianos
- Identify the fundamental string (the first string of a given note that is tuned to an external pitch standard) and the adjacent string
- Recognise that in a bi-cord, the string selected can be either side of the fundamental, while in a tri-cord, three adjacent strings are tuned
- Identify beatless condition where two strings are at the same frequency
- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

# 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 hand tools used in the tuning of pianos, safety and personal protective equipment, and upright and grand pianos.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFPT3013 Tune a temperament octave to produce an equally tempered scale

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers tuning temperaments on both upright and grand pianos to produce an equally tempered scale and may involve the use of a pitch standard to establish the start note. It applies in workplace and on-site environments for small to large scale enterprises.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Piano Technology

## Elements and Performance Criteria

| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
|---|---|
| 1 Plan for tuning temperaments | 1.1 Work health and safety (WHS) requirements, legislative requirements and workplace practices relevant to repairing pianos are verified and complied with |
| | 1.2 Customer requirements are received, analysed and confirmed with appropriate personnel |
| | 1.3 Communication with others involved with the work is established and maintained to ensure efficient work flow, coordination, personnel cooperation and safety |
| | 1.4 Written instructions are followed |


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|---|---|---|---|
| 2 | Prepare to tune temperaments | 2.1 | Tools and equipment are selected consistent with the needs of the job |
| | | 2.2 | Selected tools and equipment are checked for service ability and safety, and any faults repaired and reported according to workplace practices |
| | | 2.3 | Personal protective equipment is correctly fitted and used |
| 3 | Tune temperament | 3.1 | Correct posture for tuning is used which minimises fatigue and promotes muscular control |
| | | 3.2 | Start note in temperament octave is tuned from established pitch reference |
| | | 3.3 | Temperament octave is tuned using the 4th and 5th cycle, following a set order of notes |
| | | 3.4 | Correct positions are confirmed using the 3rd and 6th checks individually and chromatically |
| 4 | Clean up work area | 4.1 | All tools, materials and other equipment are checked, cleaned and returned to their appropriate location |
| | | 4.2 | Work area is cleared and waste removed |
| | | 4.3 | Workplace documentation is completed and filed |

# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and


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| | |
|---|---|
| | dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Tools and equipment include** | • pitch standard<br>• tuning lever/hammer<br>• temperament strip<br>• mutes and wedges<br>• tip wrench<br>• tuning tips and heads |
| **Correct posture includes:** | • standing or seated according to type of piano and height of individual<br>• evenly distributing body weight between both feet while standing to reduce fatigue<br>• resting arm where available to aid control during tuning and reduce tiredness |
| **Start note includes:** | • the note in the temperament octave that corresponds to the note tuned from the pitch standard |
| **Pitch reference refers to:** | • the first note tuned on piano from pitch standard generally accepted as being A49/C52 or corresponding notes one octave below, which are A37/C40 |
| **Temperament octave includes:** | • notes F 33 through to F 45, with some temperaments spread over 1 ½ octaves |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFPT3013A Tune a temperament octave to produce an equally tempered scale.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFPT3013 Tune a temperament octave to produce an equally tempered scale

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Tune a minimum of two (2) temperament octaves to produce an equally tempered scale on both one (1) upright and one (1) grand piano
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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 tuning pianos
- Organisational and site standards, requirements, policies and procedures for tuning pianos
- Reading and interpreting workplace documents, including work orders, work instructions and operator instructions
- Environmental protection requirements relating to the disposal of waste material
- Established lines of communication and protocols
- Types, characteristics, uses, limitations and preparation of materials and equipment used in piano tuning
- Types of tools and equipment used to regulate actions, keys and pedals and procedures for their safe use, operation and maintenance
- Relevant problem identification and resolution
- Set-up and operation of tools and equipment used for tuning pianos


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- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

# 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 hand tools used in the tuning of pianos, safety and personal protective equipment, and upright and grand pianos.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFPT3014 Tune a piano aurally and electronically within time and accuracy constraints

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers tuning an upright and grand piano to a set level of accuracy within a specified timeframe and to an appropriate level of accuracy using aural or electronic tuning devises (ETD) that may include computer software or a hardware device. It applies in workplace and on-site environments for small to large scale enterprises.

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

## Pre-requisite Unit

| | |
|---|---|
| MSFPT3007 | Regulate actions, keys and pedals of grand pianos |
| MSFPT3008 | Apply piano tuning theory and basic acoustics |
| MSFPT3009 | Develop control of tuning hammers |
| MSFPT3010 | Pitch raise a piano |

## Competency Field

## Unit Sector

Piano Technology

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. |
|---|---|---|
| 1 | Plan for tuning a upright or grand | 1.1 Work health and safety (WHS) requirements, legislative requirements and workplace practices relevant to repairing |


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| | | | |
|---|---|---|---|
| | piano | | pianos are verified and complied with |
| | | 1.2 | Customer requirements are received, analysed and confirmed with appropriate personnel |
| | | 1.3 | Communication with others involved with the work is established and maintained to ensure efficient work flow, coordination, personnel cooperation and safety |
| | | 1.4 | Written instructions are followed |
| 2 | Prepare to tune a upright or grand piano | 2.1 | Tools and equipment are selected consistent with the needs of the job |
| | | 2.2 | Selected tools and equipment are checked for service ability and safety, and any faults repaired and reported according to workplace practices |
| | | 2.3 | Personal protective equipment is correctly fitted and used |
| 3 | Dismantle piano | 3.1 | Procedure for dismantling piano is determined |
| | | 3.2 | Piano is dismantled to allow access to internal components during the tuning process |
| | | 3.3 | Correct WHS procedures are followed throughout dismantling process |
| | | 3.4 | Safe storage of all piano parts while tuning is demonstrated |
| 4 | Tune piano | 4.1 | Correct posture for tuning is demonstrated which minimises fatigue and promotes muscular control |
| | | 4.2 | Start note is tuned accurately to a pitch standard |
| | | 4.3 | Temperament octave F33-F45 is tuned to desired standard |
| | | 4.4 | Octaves and unisons are tuned to desired standard in accordance with customer specifications |
| | | 4.5 | Interval checks are used to assess accuracy throughout tuning process |
| | | 4.6 | Stable tuning is achieved in an industry acceptable timeframe without damage to the piano components |
| 5 | Re-assemble piano | 5.1 | Case parts are identified and placed for re-assembly |
| | | 5.2 | Case parts are re-assembled according to workplace |


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| | | | |
|---|---|---|---|
| | | | practices |
| | | 5.3 | Correct WHS practices are followed throughout assembly process |
| 6 | Clean up work area | 6.1 | All tools, materials and other equipment are checked, cleaned and returned to their appropriate location |
| | | 6.2 | Work area is cleared and waste removed |
| | | 6.3 | Workplace documentation is completed and filed |

# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

**Customer requirements include:**

- level of playing required:
  - standard of pianist
  - time piano is used
- environment
- location of piano
- pitch requirements


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| | |
|---|---|
| | • budget |
| **Tools and equipment include:** | • pitch standard<br>• tuning lever/hammer<br>• temperament strip<br>• mutes and wedges<br>• tip wrench<br>• tuning tips and heads |
| **Procedures for dismantling piano include:** | • upright piano:<br>  • removal of top front board and fall board<br>  • lift lid<br>• grand piano:<br>  • removal of fall board and music disk<br>  • lift lid |
| **Correct posture includes:** | • standing or seated according to type of piano and height of individual<br>• evenly distributing body weight between both feet while standing to reduce fatigue<br>• resting arm where available to aid control during tuning and reduce tiredness |
| **Start notes include:** | • the note in the temperament octave that corresponds to the note tuned from the pitch standard<br>• the first note tuned on piano from pitch standard generally accepted as being A49/C52 or corresponding notes one octave below, which are A37/C40 |
| **Pitch standards include:** | • piano<br>• electronic keyboard<br>• ETD<br>• tuning fork |
| **Interval checks include:** | • thirds, fourths, fifths, sixths, sevenths and tenths |
| **Industry acceptable timeframe is:** | • up to 2 hours |
| **Damages to the piano components include:** | • bent tuning pins<br>• broken strings<br>• elongated tuning pin holes<br>• damaged bearings |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, |


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drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

## Unit Mapping Information

Supersedes and is equivalent to LMFPT3014A Tune a piano aurally and/or electronically within time and accuracy constraints.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFPT3014 Tune a piano aurally and electronically within time and accuracy constraints

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Tune a minimum of two (2) pianos aurally and electronically within industry specified time and accuracy constraints, on both upright and grand pianos
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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 tuning pianos
- Organisational and site standards, requirements, policies and procedures for tuning pianos
- Reading and interpreting workplace documents, including work orders, work instructions and operator instructions
- Environmental protection requirements relating to the disposal of waste material
- Established lines of communication and protocols
- Types, characteristics, uses, limitations and preparation of materials and equipment used in piano tuning
- Types of tools and equipment used to tune pianos and procedures for their safe use, operation and maintenance
- Relevant problem identification and resolution
- Set-up and operation of tools and equipment used for tuning pianos


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- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

# 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 hand tools and equipment used in the tuning of pianos, safety and personal protective equipment, holding and supporting equipment, and upright and grand pianos.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFPT3015 Voice a piano

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers voicing a piano to change the tone from harsh to soft or soft to harsh, and making the tone even after tuning and may include needling, reshaping and hardening hammers to change the tone. It applies in workplace and on-site environments for small to large scale enterprises.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Piano Technology

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Plan for voicing a piano | 1.1 | Work health and safety (WHS) requirements, legislative requirements and workplace practices relevant to voicing pianos are verified and complied with |
| | | 1.2 | Customer requirements are received, analysed and confirmed with appropriate personnel |
| | | 1.3 | Communication with others involved with the work is established and maintained to ensure efficient work flow, coordination, personnel cooperation and safety |
| 2 | Prepare for voicing a piano | 2.1 | Tools, equipment and materials are selected consistent with the needs of the job |


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| | | | |
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| | | 2.2 | Selected tools and equipment are checked for service ability and safety and any faults repaired and reported according to workplace practices |
| | | 2.3 | Personal protective equipment is correctly fitted and used |
| | | 2.4 | Piano is tuned and regulated to industry standards and customer requirements before voicing is commenced |
| 3 | Voice a piano | 3.1 | Correct posture for tuning is demonstrated which minimises fatigue and promotes muscular control |
| | | 3.2 | Undesirable tonal qualities are identified using customer requirements |
| | | 3.3 | Surface felt is reshaped to ensure a clean and square striking surface |
| | | 3.4 | Hammers are needled, as required, to achieve particular tonal effects and to balance tonal response |
| | | 3.5 | Hammers are reshaped after needling to ensure correct shape and surface texture |
| | | 3.6 | Hammers are ironed or hardened, as necessary |
| | | 3.7 | Final tonal quality is assessed against customer requirements and any adjustments made |
| 4 | Clean up work area | 4.1 | All tools, materials and other equipment are checked, cleaned and returned to their appropriate location. |
| | | 4.2 | Work area is cleared and waste removed |
| | | 4.3 | Workplace documentation is completed and filed |

# 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.


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

**Tools, equipment and materials include:**

- screwdrivers
- voicing needles
- voicing tools and blocks
- hammer iron
- lacquer and brush
- sandpaper
- hammer lifting tool
- tuning wedge
- string level tool
- string lifting tool

**Correct posture includes:**

- standing or seated according to type of piano and height of individual
- evenly distributing body weight between both feet while standing to reduce fatigue
- resting arm where available to aid control during tuning and reduce tiredness

**Undesirable tonal qualities include:**

- harsh/soft noise which may occur when there is a loose hammer head, loose centre pins or uneven level strings
- string noises
- false strings – string has its own beat
- nasal or metallic sound due to hard hammers

**Needling techniques include:**

- correct method of supporting the hammers to avoid damage to action centres
- selecting the appropriate needling zones to achieve particular tonal effects

**Hardening processes**

- lacquers


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| **include:** | • irons<br>• collodian |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFPT3015A Voice a piano.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFPT3015 Voice a piano

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Voice an upright and a grand piano
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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 tuning and voicing pianos
- Organisational and site standards, requirements, policies and procedures for tuning and voicing pianos
- Reading and interpreting workplace documents, including work orders, work instructions and operator instructions
- Environmental protection requirements relating to the disposal of waste material
- Established lines of communication and protocols
- Knowledge of piano tuning and regulation methodologies
- Types, characteristics, uses, limitations and preparation of materials and equipment used in piano tuning and voicing
- Types of tools and equipment used to tune and voice pianos and procedures for their safe use, operation and maintenance
- Relevant problem identification and resolution
- Set-up and operation of tools and equipment used for tuning pianos


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- Storage systems and labelling
- Procedures for the recording, reporting and maintenance of workplace records and information
- Appropriate mathematical procedures for estimation and measurement

# 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 hand tools and equipment used in the tuning of pianos, safety and personal protective equipment, holding and supporting equipment, and upright and grand pianos.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFPT3016 Provide advice to customers on piano tuning and repair

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers providing advice to customers regarding the repair and tuning of pianos, including identifying any faults and repairs required, and calculating all costs.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Piano Technology

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Plan for work | 1.1 | Work health and safety (WHS) requirements, legislative requirements and workplace practices relevant to tuning and repairing pianos are verified and complied with |
| | | 1.2 | Customer requirements regarding suitable time and date for appointment are received and confirmed with appropriate personnel |
| | | 1.3 | Communication with others involved with the work is established and maintained to ensure efficient work flow, coordination, personnel cooperation and safety |
| | | 1.4 | Written instructions are followed |
| 2 | Identify customer | 2.1 | Questioning and active listening techniques are used to |


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| | requirements | | clarify customer requirements |
| | | 2.2 | Feedback is provided to customer to ensure correct interpretation of requirements |
| 3 | Assess piano for faults and relevant repairs | 3.1 | Piano case parts are removed and stored safely away from the instrument |
| | | 3.2 | Faults are identified and recorded according to workplace practices |
| | | 3.3 | Appropriate repairs required to rectify faults are determined |
| | | 3.4 | Piano case parts are re-assembled according to workplace practices |
| | | 3.5 | Work area is cleared and waste removed |
| | | 3.6 | Workplace documentation is completed |
| 4 | Assess piano tuning requirements | 4.1 | Frequency of tuning is determined, based on industry recommendations |
| | | 4.2 | Customer is advised on environmental conditions which may affect tuning stability |
| 5 | Provide customer with recommendations | 5.1 | Customer is advised both verbally and in writing of recommendations regarding tuning and repair of piano |
| | | 5.2 | Customer is given options regarding priority of repairs so they can give an informed decision |
| | | 5.3 | Options regarding materials used in repairs are explained to and discussed with the customer to facilitate customer understanding of available products and services |
| 6 | Present quotation to customer | 6.1 | Quotation is prepared for the tuning and repair of piano, including all costs |
| | | 6.2 | Customer is presented with quotation, which includes a breakdown of costs for all options for tuning and repair |
| | | 6.3 | Benefits of each option are explained to the customer to facilitate informed decision making |
| | | 6.4 | Customer commitment to agreed repairs and tuning is gained in accordance with workplace practices |


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| | | 6.5 | Customer is informed of rights and obligations regarding product or service |
| 7 | Finalise process | 7.1 | Documentation is completed and submitted to appropriate personnel following workplace practices |
| | | 7.2 | Contact is maintained with customer throughout the tuning and repair process |

# 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.

**Unit context includes:**
- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

**Active listening includes:**
- maintaining eye contact
- asking questions to clarify meaning

**Feedback includes:**
- verbal or written response

**Faults include:**
- worn, loose or broken action parts or keyboards
- worn or broken pedal systems
- tuning instability
- cracks or delamination of bridges, ribs and soundboards
- case faults


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| | |
|---|---|
| **Frequency of piano tuning varies according to:** | • condition and age of piano<br>• amount of use of the piano<br>• quality of the piano<br>• internal and external humidity changes |
| **Environmental conditions include:** | • piano position in home or other location<br>• air conditioning and heating<br>• seasonal temperature and humidity changes |
| **Quotations include:** | • progressive listing of repair points in an orderly format<br>• all costs<br>• statement of warranty terms<br>• statement of payment terms, including deposit<br>• estimation of the time the instrument will be out of service |
| **Costs include:** | • material used in repair<br>• labour<br>• travel expenses (if applicable)<br>• shipping of parts or piano |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFPT3016A Provide advice to customers on piano tuning and repair.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFPT3016 Provide advice to customers on piano tuning and repair

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Conduct meetings with customer to determine piano requirements and assess and report on customer satisfaction
- Analyse sales and product development data to complete workplace documentation
- Advise customers and prepare a quotation on at least three (3) occasions involving tuning, repair and rebuilding options for an upright and a grand piano
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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 providing advice to customers on piano tuning and repair
- Organisational and site standards, requirements, policies and procedures for providing advice to customers
- Options available to customers for tuning and repairing pianos
- Types, characteristics, uses, limitations and preparation of materials and equipment used in piano repair and manufacture
- Relevant problem identification and resolution
- Strategies for planning and monitoring activities
- Consultation methods, techniques and protocols


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- Terms used to describe components of pianos
- Terms used to describe the processes involved in tuning and repair
- Procedures for the recording, reporting and maintenance of workplace records and information
- Mathematical techniques for estimation and measurement of materials

# 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 relevant workplace documentation required to provide advice to customers on piano tuning and repair.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSF1001 Produce basic soft furnishing accessories

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers producing basic soft furnishing accessories, such as basic cushions and other decorative items, following the requirements of patterns.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Soft Furnishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify work requirements | 1.1 | Job requirements are identified from work instructions and patterns |
| | | 1.2 | Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |
| | | 1.3 | Pattern is interpreted to determine tool, equipment and material requirements |
| | | 1.4 | Instructions for sequencing of work and particular measurements or adjustments are interpreted |
| | | 1.5 | Work sequence is planned, including quality checkpoints |
| 2 | Prepare for work | 2.1 | Suitable work area is selected for the tasks |


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| | | 2.2 | Materials are selected to match customer requirements, suitability for the purpose and work instructions |
| | | 2.3 | Potential hazards are identified from observation of the tools, equipment, materials and workplace reference material |
| | | 2.4 | Required tools, equipment and materials are collected in the work area |
| 3 | Complete production | 3.1 | Soft furnishing accessories are produced following work instructions |
| | | 3.2 | Work is checked against patterns and worksheets at the identified checkpoints |
| | | 3.3 | Non-conformity with the required quality standards is rectified |
| 4 | Finalise operations | 4.1 | Completed work is checked against required quality standards |
| | | 4.2 | Documentation is completed following workplace procedures |
| | | 4.3 | Work area is cleaned, and tools and equipment are returned to storage |
| | | 4.4 | Unused materials are returned to storage and waste and scrap are dealt with following workplace procedures |

# 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


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work environment.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Soft furnishing accessories include:** | • basic cushions<br>• bolsters<br>• soft tableware and slip-on covers |
| **Tools and equipment include:** | • measuring and calculating equipment:<br>  • tapes<br>  • rulers<br>  • calculators<br>  • computers<br>• fabric and general cutting and sewing tools:<br>  • scissors<br>  • saws<br>  • drills<br>  • staplers<br>  • sewing machines<br>  • hemming machines<br>  • overlockers<br>  • glue guns |
| **Materials include:** | • plain and patterned fabric<br>• velvet<br>• vinyl<br>• piping cords<br>• wadding<br>• foam<br>• zips and fasteners |
| **Pattern interpretation includes:** | • the determination of type of material specified, required tools and equipment for the task, number and type of soft furnishing accessories to be produced, and quality requirements |
| **Personal protective** | • that prescribed under legislation, regulations and enterprise policies and practices |


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**equipment includes:**

**Information and procedures include:**

- workplace procedures relating to the use of tools and equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

# Unit Mapping Information

Supersedes and is equivalent to LMFSF1001B Produce basic soft furnishing accessories.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSF1001 Produce basic soft furnishing accessories

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Interpret patterns and produce at least one (1) type of soft furniture accessory
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Types, characteristics, uses and limitations of basic soft furnishing materials
- Interpretation of patterns
- Identification of equipment, processes and procedures
- Work flow in relation to soft furnishing accessory production

## 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


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  - 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 soft furnishing accessory patterns and materials.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSF2002 Machine sew materials

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers using sewing machines for production of soft furnishings, mattresses and bases, and upholstered furniture.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Soft Furnishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. |
|---|---|---|
| 1 | Identify sewing machine equipment controls and procedures | 1.1 Job requirements are identified from work instructions |
| | | 1.2 Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |
| | | 1.3 Equipment components, equipment condition and controls are identified |
| | | 1.4 Operating procedures are checked to identify any approved adjustments |
| | | 1.5 Equipment operations and production procedures are identified |
| | | 1.6 The process for obtaining materials and moving products |


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|---|---|---|---|
| | | | to the next process is identified |
| 2 | Prepare for work | 2.1 | Work order or sample is checked to identify sewing specifications |
| | | 2.2 | Required materials, tools and equipment are assembled |
| | | 2.3 | Materials and equipment are inspected and any faults are identified and reported |
| | | 2.4 | Work sequence is planned to suit job, and materials are laid out |
| | | 2.5 | If required, naps, pattern direction and face side of materials are identified |
| | | 2.6 | Components are matched and secured with tacking, pins or adhesives as required |
| | | 2.7 | Any required supplementary equipment is identified for routine lubrication and adjustments |
| 3 | Set up and control sewing machine operations | 3.1 | Sewing machine is set up and adjusted |
| | | 3.2 | Sewing operation is according to workplace procedures and material characteristics |
| | | 3.3 | Required product quality and outputs are maintained |
| 4 | Maintain quality requirements | 4.1 | Machining process is monitored and conditions which may affect work quality are reported |
| | | 4.2 | Authorised changes in operating procedures are implemented |
| 5 | Finish and despatch work | 5.1 | Completed work is checked for required quality, finished as required, and repaired, where applicable, before moving to the next process |
| | | 5.2 | Material which is able to be re-used is collected and stored |
| | | 5.3 | Equipment and work area clean up and waste management are completed following workplace procedures |
| | | 5.4 | Workplace records are completed as required |


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# 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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Sewing specifications include:** | • required materials<br>• threads and additional work features<br>• seam and stitch specifications<br>• any special stitch requirements and allowances<br>• shape characteristics and special requirements<br>• needles<br>• attachments and ancillary equipment<br>• quality requirements |
| **Sewing products include:** | • top stitching<br>• gathering<br>• piping<br>• braid<br>• fringe<br>• flange cords<br>• straight fabric lengths<br>• padded material<br>• loose covers |
| **Sewing processes** | • hemming |


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| | |
|---|---|
| **include:** | • seams<br>• machine tacking<br>• gathering<br>• multiple-layer sewing<br>• straight or zig zag sewing |
| **Machines include:** | • single or multi-needle flat bed<br>• overlocker<br>• blind hemming<br>• gathering<br>• flange<br>• bar tacking<br>• tape edging |
| **Sewing machine set-up and adjustment includes:** | • thread machine and wind bobbin as required<br>• set required tensions<br>• select required machine settings<br>• test operations for work order requirements |
| **Materials to be machined include:** | • plain fabrics<br>• patterned fabrics |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFSF2002B Machine sew materials.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSF2002 Machine sew materials

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Identify and operate three (3) types of industrial sewing machines, including set up of the sewing machine for operation and monitoring the quality of output
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Types, characteristics, uses and limitations of sewing machines
- Characteristics of materials used and finished products
- Safety and environmental aspects of sewing machine operations
- Quality systems and standards for soft furnishings
- Work flow requirements for sewing process
- Operation of work systems and industrial sewing equipment
- Causes of faults and repair methods in soft furnishing machining
- Procedure for reporting damaged or imperfect products or interruptions to work flow

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 appropriate industrial sewing machines, operating procedures, materials and threads.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSF2003 Machine sew specialised sewn products

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers using specific sewing machine techniques, with attachments, as required, to produce specialised sewn products.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Soft Furnishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
|---|---|
| 1 Identify sewing machine equipment controls and procedures | 1.1 Job requirements are identified from work instructions |
| | 1.2 Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |
| | 1.3 Equipment operations, components and controls are identified |
| | 1.4 Operating procedures are checked to identify approved procedures and adjustments |
| | 1.5 Inspection procedure for materials quality and equipment condition is identified |
| | 1.6 The process for obtaining materials and moving products |


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|---|---|---|---|
| | | | to the next process is identified |
| 2 | Prepare for work | 2.1 | Work order or sample is checked to identify exact sewing specification |
| | | 2.2 | Materials are inspected before use and problems, including any materials or part constructed products which do not meet the job order requirements, are identified and reported |
| | | 2.3 | Work pieces are laid out in sequence in accordance with specifications and workplace procedures |
| | | 2.4 | Any required supplementary equipment is identified for routine lubrication and adjustments |
| 3 | Adjust and control sewing machine operations | 3.1 | Sewing machine (including attachments as required) set-up requirements and adjustments are identified and followed |
| | | 3.2 | Machine sewing maintains required product quality and outputs |
| | | 3.3 | Material which is able to be re-used is collected and stored, and waste and scrap is removed in accordance with workplace procedures |
| | | 3.4 | Equipment and work area clean-up are completed following workplace procedures |
| 4 | Maintain quality requirements | 4.1 | Sewing machine operations and fabrics are monitored and anything which may affect quality is reported |
| | | 4.2 | Finished products are checked for required quality and repaired, where applicable, before moving to the next process |
| | | 4.3 | Authorised changes in operating procedures and work requirements are implemented |
| 5 | Despatch completed work | 5.1 | Production records and/or packing slips are completed in accordance with workplace procedures |
| | | 5.2 | Completed work is directed to the next operation in accordance with workplace procedures |


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

**Sewing specifications include:**

- required materials
- threads
- additional work features
- shape and special requirements for the gathered item
- any required workplace documentation to be completed

**Specific and specialised techniques and products include:**

- sewing decorative finishes:
  - patchwork and flatbed quilting
  - applique and freehand embroidery
  - top stitching
  - invisible zips
  - mitre corners
  - capping
  - sewing labels
- sewing with specialised attachments:
  - rolled hems
  - ribboning
  - gathering
  - embroidery hoops


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| | |
|---|---|
| | • bias binding<br>• sewing fasteners and attachments:<br>• zips<br>• hooks<br>• rings<br>• velcro<br>• press studs<br>• buttons<br>• buttonholes<br>• tapes and attachments appropriate for the furnishing industry<br>• operating an outline sewing machine |
| **Machines include:** | • flange<br>• overlocker<br>• flat bed<br>• blind hemming<br>• gathering<br>• tape edging |
| **Sewing machine set-up and adjustment includes:** | • threading machine and winding bobbin<br>• setting required tensions<br>• selecting required machine settings<br>• lubricating and adjusting the machine, where required<br>• testing operations for work order requirements |
| **Materials to be machined include:** | • fabrics<br>• leathers |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFSF2003B Machine sew using specific techniques.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSF2003 Machine sew specialised sewn products

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Set up sewing machines for operations and monitor quality of output
- Sew at least one (1) decorative finish with at least three (3) specialised attachments
- Sew fasteners and attachments
- Operate an outline sewing machine
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Types, characteristics, uses and limitations of sewing machines
- Characteristics of materials used and finished products
- Safety and environmental aspects of sewing machine operations
- Quality systems and standards
- Work flow requirements for sewing process
- Operation of work systems and sewing equipment
- Causes of faults and repair methods
- Procedure for reporting damaged or imperfect products or interruption to work flow
- Workplace procedures


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# 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 appropriate sewing machine, operating procedures, materials and threads.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSF2004 Hand sew soft furnishings

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers hand sewing hems and shaped components, and hand finishing work for soft furnishings.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Soft Furnishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify materials and sewing requirements | 1.1 | Required materials are identified from work order |
| | | 1.2 | Special requirements for the stitching, including stitch type, length and end finishing requirements, are identified from work order |
| 2 | Assemble and organise materials to be sewn | 2.1 | Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |
| | | 2.2 | Materials to be sewn are collected and inspected for appropriate quality |
| | | 2.3 | Naps, direction of pattern and face side of the materials are |


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|---|---|---|---|
| | | | identified |
| | | 2.4 | Required shape or form of the finished item is made and secured using tacking stitches, pins, adhesives or fixtures to assist in sewing operations |
| | | 2.5 | Appropriate needle types are selected and threaded |
| 3 | Sew by hand | 3.1 | Materials are held to allow for sewing in the required direction |
| | | 3.2 | Hand sewing operations are completed to ensure finished components match work requirements |
| 4 | Finish work | 4.1 | Finished stitching, including sewn area, seam width, stitch length, end finishing, allowances, shape and finish, are checked |
| | | 4.2 | Top stitching or other decorative features are checked for required finish |
| | | 4.3 | Where required, stitching or seams are eased and work is pressed for the next stage |
| | | 4.4 | Raw edges are trimmed and any loose or untrimmed threads are removed |
| | | 4.5 | Any part of the work which does not comply with work order is repaired |
| | | 4.6 | Problems are notified following workplace procedures |
| 5 | Complete work for next process | 5.1 | Finished work is folded, protected and despatched to the next process following workplace procedures |
| | | 5.2 | Any required documentation is completed and stored following workplace procedures |

# 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.


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# 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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements including, legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Purposes of hand sewing include:** | • sewing and manipulation requirements for hand sewing a range of upholstery and other furnishing fabrics<br>• the joining of all types of fabrics, single or multi-thickness, partly constructed materials and heavy materials, including leather<br>• hemming, seams, tacking, button attachment, and hand finishing of trims and decorations |
| **Tools and equipment include:** | • needles<br>• threads |
| **Materials to be sewn include:** | • plain and patterned fabrics for a variety of curtains<br>• drapes and cushions<br>• attachments<br>• lining<br>• interlining<br>• webbings or padding |
| **Sewing direction is determined by:** | • stitch type and location<br>• personal right or left-hand preference of the sewer<br>• manipulation requirements for the bulk and slipperiness of the materials |
| **Hand sewing work quality requirements include:** | • beginning and end of stitching are secure<br>• appropriate allowances (or hem and/or other allowance), stitch type, length and visibility are used<br>• sewn area or hems are flat and/or appropriately shaped<br>• finished components match work requirements |
| **Personal protective** | • that prescribed under legislation, regulations and enterprise policies and practices |


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**equipment includes:**

**Information and procedures include:**

- workplace procedures relating to the use of tools and equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

# Unit Mapping Information

Supersedes and is equivalent to LMFSF2004B Hand sew soft furnishings.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSF2004 Hand sew soft furnishings

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Identify materials used and any special sewing requirements for the materials to be sewn and hand sew at least five (5) different soft furnishing products or use five (5) different techniques
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Soft furnishing work requirements, including workplace standards
- Identification of techniques and procedures for hand sewing processes
- Fabric types, common faults and inspection procedures
- Sewing methods to be used with different fabric types
- Risks to health from repetitive actions and prevention strategies
- Design features of the articles sewn in relation to the methods and stitches to be used

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 appropriate sewing equipment, fabrics and work orders.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSF2005 Operate a steam press

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers applying knowledge of materials, product purpose and processes to the correct and efficient operation of steam pressing equipment.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Soft Furnishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify work requirements | 1.1 | Work orders, care labels and equipment instructions are used to identify work requirements |
| | | 1.2 | Equipment, components and processes used for materials preparation and pressing process are identified |
| | | 1.3 | Operating requirements for the steam pressing equipment are identified |
| | | 1.4 | Workplace quality requirements for the final product are identified |
| 2 | Plan steam pressing operations | 2.1 | Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |


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| | | | |
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| | | 2.2 | Temperatures and any particular precautions are identified from care labels and workplace instructions |
| | | 2.3 | Work sequence is planned to suit job |
| | | 2.4 | Equipment emergency stops, gauges, guards and controls are identified |
| | | 2.5 | Task sequences are planned |
| 3 | Set up steam pressing equipment | 3.1 | Equipment information, required specifications and operating instructions are identified |
| | | 3.2 | Temperatures are set and equipment adjustments are checked against work plan |
| | | 3.3 | Fabric panels are checked for quality prior to pressing |
| | | 3.4 | Damaged or incomplete items are reported |
| 4 | Press fabrics | 4.1 | Materials are lifted and held onto the press using appropriate techniques |
| | | 4.2 | Pressing operations are conducted following the planned sequence |
| | | 4.3 | Adjustments are made to press settings to improve quality of work |
| | | 4.4 | Required quantity and quality of work is maintained |
| | | 4.5 | Pressed items are protected from dust and other contaminants and placed in workplace approved holding areas |
| | | 4.6 | Equipment is cleaned up and lubrications, adjustments and waste management processes are completed in accordance with workplace procedures |
| 5 | Maintain work quality | 5.1 | Pressing process is monitored and materials and equipment operating conditions which may affect product quality are reported |
| | | 5.2 | Authorised changes in operating procedures and temperatures are implemented |


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# 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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Task planning includes:** | • required temperatures and warm up/cool down times<br>• key parts of the materials to be pressed which require checks for quality of work<br>• work area housekeeping requirements<br>• safe and suitable work area |
| **Materials to be pressed include:** | • plain and patterned fabrics<br>• lining materials and leather used in the manufacture of soft furnishing items |
| **Material lifting and holding will be impacted on by:** | • machine type<br>• personal right or left-hand preference of the operator<br>• manipulation requirements for the materials<br>• special pressing requirements for different parts of the pressed panels |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, |


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drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

## Unit Mapping Information

Supersedes and is equivalent to LMFSF2005B Operate a steam press.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSF2005 Operate a steam press

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Press at least five (5) different types of materials to quality standards
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Types, characteristics, uses and limitations of steam presses
- Operating controls and principles which effect the steam pressing equipment
- Effects of steam on the range of materials which may be pressed
- Requirements for minimising damage to and maintaining contaminant-free pressed fabrics

## 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.


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- 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 appropriate materials, steam pressing equipment, care labels and work orders.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSF2006 Calculate fabric quantities for window coverings

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers calculating and documenting fabric quantities for a variety of window coverings, including curtains and blinds.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Soft Furnishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Prepare for calculations | 1.1 | Measuring and calculating equipment are collected |
| | | 1.2 | Mathematical processes and guide charts required are identified |
| | | 1.3 | Drape requirements, fabric types and lining/interlining requirements are noted from work order |
| 2 | Calculate drape fabric requirements | 2.1 | Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |



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| | | | |
|---|---|---|---|
| | | 2.2 | Fabric repeats are measured for customer selected fabrics and recorded |
| | | 2.3 | Fabric width is checked taking note of any wider than usual selvages |
| | | 2.4 | Finished length of window covering is identified from order |
| | | 2.5 | Heading type is identified from order and fullness ratio is identified |
| | | 2.6 | Number of fabric drops per curtain is calculated |
| | | 2.7 | Length of each fabric drop is calculated based on finished length plus hem and heading allowances and pattern repeats |
| | | 2.8 | Allowances for seams, hems, headings, drape fullness or heading type are noted on the work order |
| 3 | Calculate lining and interlining quantities | 3.1 | Width of lining and, where required, interlining fabrics, is noted |
| | | 3.2 | Number of lining/interlining widths is calculated based on required number of drape drops |
| | | 3.3 | Length of lining/interlining drops is calculated, including hem allowances |
| | | 3.4 | Amount of lining/interlining fabric is calculated and marked on work order |
| | | 3.5 | Procedures for minimising waste fabric are identified and used |
| 4 | Complete documentation | 4.1 | Work orders for cutting and machining are completed following workplace procedures |
| | | 4.2 | Documentation is forwarded to appropriate work areas and filed as required |


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# 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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Window covering calculations include:** | • calculations for fabric and lining quantities for all:<br>• curtains<br>• Austrian, Roman and festoon blinds |
| **Calculation of the number of drops is based on:** | • useable drapery fabric width<br>• fullness requirements for heading type<br>• size of returns and overlaps<br>• track width identified in customer order |
| **Tools and equipment include:** | • measuring and calculating equipment<br>• including tapes<br>• rulers<br>• calculators and computers |
| **Materials include:** | • all forms of curtaining and other window covering material |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |


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| | |
|---|---|
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFSF2006B Calculate fabric quantities for window coverings.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSF2006 Calculate fabric quantities for window coverings

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Interpret work order and locate and apply relevant information and measure and accurately calculate fabric quantities to minimise waste and produce consistent quality drapes for at least five (5) different types of window coverings
- Identify materials used and any special marking out requirements and document calculations accurately
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Fabric types, common faults and inspection procedures
- Design features of the fabrics and finished curtains in relation to attractive draping requirements
- Work requirements, including workplace standards
- Measurement and calculation techniques for soft furnishing materials

## Assessment Conditions

- Assessors must:


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  - 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 work orders, fabrics, including linings and interlinings, calculator and, where available, workplace pleat calculating charts.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSF2007 Construct unlined curtains and drapes

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers constructing and machine sewing unlined, pleated and gathered curtains and drapes.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Soft Furnishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
|---|---|
| 1 Establish work requirements and prepare for work | 1.1 Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |
| | 1.2 Work order requirements are checked and confirmed |
| | 1.3 Heading type is recognised to identify personal work requirements for measuring, calculating, sewing, folding and finishing |
| | 1.4 Correct side of fabric, naps, direction of pattern and pattern matches are identified |
| | 1.5 Drapery panels are checked for faults |
| | 1.6 Appropriate needle types for the fabric are selected and |


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| | | | |
|---|---|---|---|
| | | | threaded |
| 2 | Lay out work to be sewn | 2.1 | Top fabric is folded bringing edges to be seamed together to match any pattern and to maintain an appropriate finished length following workplace quality requirements |
| | | 2.2 | Fabric is held together and, where required, supported with pins or other workplace approved methods |
| 3 | Stitch seams and form corners | 3.1 | Curtain fabrics are held to allow for personal right-hand or left-hand preference of the sewer, and manipulation requirements for the bulk and slipperiness of the materials |
| | | 3.2 | Machine sewing operations are completed correctly |
| | | 3.3 | Corners are folded and formed to match work order requirements, inserting any required weight bags |
| | | 3.4 | Hems are completed using any required weights, stitch type and appropriate sewing method |
| | | 3.5 | Corners are stitched and finished, and any loose threads trimmed |
| 4 | Construct curtain headings | 4.1 | Curtain heading tape is attached according to workplace approved method and job instructions |
| | | 4.2 | Sewn pleat spaces are kept uniform within drops |
| | | 4.3 | Care labels are fixed to heading or hem of curtain according to workplace standards |
| 5 | Finish work | 5.1 | Finished curtain panels, including stitch length, end finishing and final length of finished curtain panels, are checked against work requirements |
| | | 5.2 | Work is pressed for the next work stage |
| | | 5.3 | Any parts of the work which do not comply with work order are repaired |
| 6 | Complete work for next process | 6.1 | Workplace required documentation is completed and stored following appropriate procedures |
| | | 6.2 | Finished work is folded, protected and despatched to next process following workplace procedures |


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

**Curtain heading styles include:**

- gathered
- slotted (rod pocket)
- pencil pleat and pinch pleat and may include tab top
- knife pleat
- goblet pleat and cartridge

**Machines include:**

- industrial sewing machines
- pressing equipment

**Tools and equipment include:**

- measuring and calculating equipment:
  - tapes
  - rulers
  - calculators
  - computers
- fabric and general cutting and sewing tools:
  - scissors
  - sewing machines
  - hemming machines
  - overlockers
  - pleating machines


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| | |
|---|---|
| **Materials to be machined include:** | • interlining and curtain fabrics<br>• fasteners<br>• threads |
| **Work order requirements include:** | • widths and numbers of finished curtain panels, heading style, number and spacing of pleats<br>• finishing and any filling of curtain headings |
| **Marking out includes:** | • returns<br>• overlaps<br>• pleats<br>• spaces |
| **Machine sewing operation quality requirements include:** | • straight stitching along marked pleat line from the top of the heading to the lower edge of the stiffening material or vice versa<br>• securing of beginning and end of threads of the stitching with even and appropriate seam stitch type, length and visibility<br>• seams are flat<br>• the inclusion of care labels and fibre content labels where required<br>• finished components match work requirements |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFSF2007B Construct unlined curtains/drapes.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSF2007 Construct unlined curtains and drapes

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Interpret work order to manufacture the required curtains and identify materials used and any special sewing requirements for those materials
- Measure accurately and construct at least four (4) different types of pleated or gathered curtains/drapes
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Identification of equipment, processes and procedures for the sewing operations
- Fabric types, common faults and inspection procedures
- Risks to health from repetitive actions and prevention strategies
- Design features of the heading styles sewn in relation to work requirements
- Soft furnishing work requirements, including workplace standards

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 appropriate sewing machine, fabrics, work order, work procedures and/or equipment instructions.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSF2008 Construct lined curtains and drapes

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers constructing and machine sewing lined curtains and drapes, including detached and sewn-in linings, and may include interlined loose-lined and bag-lined products.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Soft Furnishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Establish work requirements and prepare for work | 1.1 | Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |
| | | 1.2 | Work order requirements are checked and confirmed |
| | | 1.3 | Heading type is recognised to identify personal work requirements for measuring, calculating, sewing, folding and finishing |
| | | 1.4 | Correct side of fabric, naps, direction of pattern and pattern matches are identified |
| | | 1.5 | Lining attachment method is recognised to identify any attachments and fasteners, trims and sewing requirements |


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| | | | |
|---|---|---|---|
| | | 1.6 | Drapery panels are checked for faults |
| | | 1.7 | Appropriate needle types for the fabric are selected and threaded |
| 2 | Lay out work to be sewn | 2.1 | Top fabric is folded bringing edges to be seamed together to match any pattern and to maintain an appropriate finished length following workplace quality requirements |
| | | 2.2 | Linings and any interlining materials are laid out and folded ready for sewing |
| | | 2.3 | Fabric is held together and, where required, supported with pins or other workplace approved methods |
| 3 | Stitch seams and form corners | 3.1 | Curtain fabrics are held to allow for personal right-hand or left-hand preference of the sewer, and manipulation requirements for the bulk and slipperiness of the materials |
| | | 3.2 | Linings to be bagged are sewn in place |
| | | 3.3 | Machine sewing operations are completed correctly |
| | | 3.4 | Corners are folded and formed to match work order requirements, inserting any required weight bags |
| | | 3.5 | Hems are completed using any required weights, stitch type and appropriate sewing method |
| | | 3.6 | Corners are stitched and finished, and any loose threads trimmed |
| 4 | Construct curtain headings | 4.1 | Curtain heading tape is attached according to workplace approved method and job instructions |
| | | 4.2 | Attached lining and interlinings are sewn into heading |
| | | 4.3 | Sewn pleat spaces are kept uniform within drops |
| | | 4.4 | Linings and interlinings are attached to curtain backs by sewing or using appropriate fasteners |
| | | 4.5 | Care labels are fixed to heading or hem of curtain according to workplace standards |
| | | 4.6 | Separate linings are sewn using appropriate heading tape and attached to curtain |
| 5 | Finish work | 5.1 | Finished curtain panels, including stitch length, end finishing and final length of finished curtain panels are |


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| | | | |
|---|---|---|---|
| | | | checked against work requirements |
| | | 5.2 | Work is pressed for the next work stage |
| | | 5.3 | Any parts of the work which do not comply with work order are repaired |
| 6 | Complete work for next process | 6.1 | Workplace required documentation is completed and stored following appropriate procedures |
| | | 6.2 | Finished work is folded, protected and despatched to next process following workplace procedures |

# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

**Machines include:**

- industrial sewing machines
- pressing equipment

**Tools and equipment include:**

- measuring and calculating equipment:
  - tapes
  - rulers


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- calculators
- computers

- fabric and general cutting and sewing tools:
  - scissors
  - sewing machines
  - hemming machines
  - overlockers
  - pleating machines

**Materials to be machined include:**

- lining
- interlining and curtain fabrics
- fasteners
- threads

**Work order requirements include:**

- widths and numbers of finished curtain panels, heading style, number and spacing of pleats
- finishing and any filling of curtain headings

**Marking out includes:**

- returns
- overlaps
- pleats
- spaces

**Machine sewing operations quality requirements include:**

- straight stitching along seam lines from the top to the lower edge of the material or vice versa
- securing of beginning and end of threads of the stitching with even and appropriate seam stitch type, length and visibility
- seams are flat
- the inclusion of care labels and fibre content labels where required
- finished components match work requirements

**Personal protective equipment includes:**

- that prescribed under legislation, regulations and enterprise policies and practices

**Information and procedures include:**

- workplace procedures relating to the use of tools and equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures


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# Unit Mapping Information

Supersedes and is equivalent to LMFSF2008B Construct lined curtains/drapes.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSF2008 Construct lined curtains and drapes

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Interpret work order to manufacture the required lined curtains and identify materials used and any special sewing requirements for those materials
- Measure accurately and construct at least two (2) different types of lined curtains/drapes
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Identification of workplace standards, equipment and procedures for the sewing operations
- Fabric types, lining and interlining materials, including common faults and inspection procedures
- Prevention strategies for risks to health from lifting, stretching and repetitive actions
- How the design features of the curtains effect constructing the lined curtains

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 appropriate sewing machine, fabrics, work

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSF2009 Construct padded pelmets

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers cutting, preparing and assembling timber components, attaching padding, fabric and trims to pelmets and where necessary, packaging, labelling and storing products.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Soft Furnishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify pelmet and padding materials to be used | 1.1 | Type of pelmet to be padded is identified |
| | | 1.2 | Components of the pelmet requiring padding and specifications for the work are identified from work instructions |
| | | 1.3 | Quality and quantity requirements are identified |
| 2 | Prepare for work | 2.1 | Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |
| | | 2.2 | Required tools and materials to complete the work are |


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| | | | |
|---|---|---|---|
| | | | sourced, collected and checked for suitability |
| | | 2.3 | Fixing devices or adhesives are selected in accordance with specifications or type of padding and headboard |
| | | 2.4 | Required personal protection equipment is located |
| | | 2.5 | Work is planned to conform to quality requirements, minimise time, and economically use materials |
| | | 2.6 | Procedures are identified for checking the quality of the work |
| 3 | Cut timber and pad pelmet | 3.1 | Timber components are measured and cut to required specifications |
| | | 3.2 | Padding and other materials are laid out, and components are assembled and attached using appropriate fastenings, tools and equipment |
| | | 3.3 | Tools and equipment are operated in compliance with workplace procedures and WHS requirements |
| | | 3.4 | Work is monitored to ensure quality of product, including correct finish, operation of any moving parts, and number and fitting of fasteners/brackets |
| | | 3.5 | Problems occurring during work operations are identified and reported following workplace procedures |
| | | 3.6 | Waste quantities are minimised, and re-usable materials are collected and stored following workplace procedures |
| | | 3.7 | Routine maintenance of tools and equipment is carried out according to workplace and manufacturer instructions |
| | | 3.8 | Waste is removed and work area is cleaned following workplace procedures |
| 4 | Prepare pelmet for next process | 4.1 | Completed pelmets are packaged following work requirements |
| | | 4.2 | The package is secured, labelled and stored according to workplace procedures |
| | | 4.3 | Appropriate documentation is completed |


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# 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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Tools and equipment include:** | • tapes<br>• rulers<br>• calculators<br>• computers<br>• scissors<br>• staplers<br>• sewing machines<br>• hammers<br>• staple guns<br>• jig saws<br>• drop saws |
| **Materials to be used include:** | • curtain fabric<br>• timber<br>• adhesives and padding material |
| **Padding materials include:** | • padding<br>• fabric<br>• linings and trims |


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| | |
|---|---|
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFSF2009B Construct padded pelmets.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSF2009 Construct padded pelmets

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Interpret work order and locate and apply relevant information to select and make up appropriate timber frame
- Select and attach appropriate padding, fabric and trims and construct at least three (3) different types of padded pelmets
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Workplace standards and procedures related to the making up of padded pelmets
- Identification of equipment, materials, processes and procedures
- Operation of tools and equipment used in the padding process

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 pelmets, padding materials and appropriate quality specifications.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSF2010 Make up tracks for window coverings

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers cutting, assembling and packaging tracking components and curtain hardware in preparation for on-site fitting.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Soft Furnishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify products, fittings and attachments to be used | 1.1 | Type of tracks to be fitted and work order requirements are identified |
| | | 1.2 | Attachments, required components and tools are identified from work instructions |
| | | 1.3 | Quality and quantity requirements are identified |
| 2 | Prepare for work | 2.1 | Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |
| | | 2.2 | Required tools and materials to complete the work are sourced, collected and checked for suitability |
| | | 2.3 | Cutting equipment is checked for correct setting and |


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| | | operation of safety cut-out and guards |
| | | 2.4 Work is planned to conform to quality requirements, minimise time, and economically use materials |
| | | 2.5 Procedures are identified for checking the quality of the work |
| 3 | Cut tracking to required length | 3.1 Cutting equipment is operated in compliance with workplace procedures and WHS requirements |
| | | 3.2 Cutting is monitored to ensure quality of product |
| | | 3.3 Problems occurring during work operations are identified and reported following workplace procedures |
| | | 3.4 Waste quantities are minimised, and re-usable materials are collected and stored following workplace procedures |
| | | 3.5 Routine maintenance of the cutting equipment is carried out according to workplace and manufacturer instructions |
| | | 3.6 Waste is removed and work area is cleaned following workplace procedures |
| 4 | Assemble and package tracking components | 4.1 Components required to complete the tracking are collected, assembled and checked for quality and quantity |
| | | 4.2 Components are packaged following work requirements |
| | | 4.3 The completed package is secured, labelled and stored according to workplace procedures |
| | | 4.4 Appropriate documentation is completed |

# 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.


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# 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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Timber or metal tracks and components for window coverings include:** | • tracks<br>• poles<br>• brackets<br>• runners<br>• end pieces<br>• cording<br>• hooks and rings |
| **Tools and equipment include:** | • hand or power operated tools, including static mounted circular saws, docking saws and mitre saws<br>• drills<br>• hammers<br>• screwdrivers |
| **Tracking materials include:** | • timber<br>• metal<br>• plastic |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |


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# Unit Mapping Information

Supersedes and is equivalent to LMFSF2010B Make up tracks for window coverings.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSF2010 Make up tracks for window coverings

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Interpret work order, locate and apply relevant information and make up at least three (3) different types of tracks to specifications and quality requirements
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Types, characteristics, uses and limitations of tracks
- Identification of equipment, materials, processes and procedures
- Workplace standards and procedures related to the making up of tracks

## 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


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  - 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 tracks and components, and appropriate specifications.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSF2011 Fit and adjust curtain hardware

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers fitting and adjusting tracking, rods, poles and other curtain hardware.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking curtain fitting work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work (ASCC 2007)*.

## Pre-requisite Unit

## Competency Field

## Unit Sector

Soft Furnishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify products, fittings and attachments to be used | 1.1 | Type of tracks, rods or poles to be fitted and work order requirements are identified |
| | | 1.2 | Attachments, required materials and tools are identified from work instructions and, where necessary, site inspection |
| | | 1.3 | The effect of the fitting process on overall finished window is identified |
| 2 | Plan process for fitting attachments to products | 2.1 | Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |


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| | | |
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| | | 2.2 Appropriate equipment is identified to minimise risks of damage to customers' premises or injuries to self |
| | | 2.3 Manufacturer information on products used is located and used to plan work |
| | | 2.4 Attachment process is planned to conform to quality requirements, minimise time, economically use materials and maximise appearance of the finished work |
| | | 2.5 Materials, tools and equipment are assembled and checked for suitability for purpose |
| | | 2.6 Track/pole/rod width and projection is set up to provide for stacking space, overlap, projection, return, and number of rings/hooks, guides/runners and other fittings in order to correctly match work order requirements |
| 3 | Complete fitting operations | 3.1 Work plan is followed ensuring compliance with workplace procedures and WHS requirements |
| | | 3.2 Ceiling and face-fitted tracks/rods/poles are installed and tested for correct operation |
| 4 | Clean work area and prepare products for the next process | 4.1 Worksite and any equipment used is cleaned and stored appropriately |
| | | 4.2 Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed |
| | | 4.3 Completed work is inspected and compared to workplace quality requirements |
| | | 4.4 Fittings which do not meet quality specifications are repaired on-site or returned to the workroom for repair |
| | | 4.5 Appropriate documentation is completed |

# 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.


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

**Curtain hardware includes:**

- hand-drawn or cord-drawn tracks
- decorative rods
- poles
- cord tensioners and conduit

**Fitting and adjustment includes:**

- fitting, customising and adjustment of tracks, decorative rods, poles and conduit for window coverings that are:
  - hand-drawn
  - manually cord-drawn
  - fixed

**Tools and equipment include:**

- hand or power operated tools
- drills
- hammers
- screwdrivers

**Personal protective equipment includes:**

- that prescribed under legislation, regulations and enterprise policies and practices

**Information and procedures include:**

- workplace procedures relating to the use of tools and equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures


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# Unit Mapping Information

Supersedes and is equivalent to LMFSF2011B Fit and adjust curtain hardware.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSF2011 Fit and adjust curtain hardware

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Fit and adjust at least five (5) different types of window tracks, which must include at least one (1) cord-drawn, one (1) decorative pole and one (1) conduit with at least one (1) ceiling fitted and one face fitted
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Work flow in relation to fitting, customising and adjusting curtain tracks, poles and other hardware, including bending of tracks
- Identification and use of relevant equipment, processes and procedures

## 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


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  - 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 tracks, rods, poles, conduit, appropriate quality specifications and instructions.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSF2012 Fit and adjust interior blinds

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers fitting and adjusting interior blinds.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking interior blinds work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work (ASCC 2007)*.

## Pre-requisite Unit

## Competency Field

## Unit Sector

Soft Furnishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify products, fittings and attachments to be used | 1.1 | Type of blind to be fitted and work order requirements are identified |
| | | 1.2 | Attachments, required materials and tools are identified from work instructions and, where necessary, site inspection |
| | | 1.3 | The effect of the fitting process on overall finished window is identified |
| 2 | Plan process for fitting blinds | 2.1 | Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |


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| | | | |
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| | | 2.2 | Appropriate equipment is identified to minimise risks of damage to customers' premises or injuries to self |
| | | 2.3 | Manufacturer information on products used is located and used to plan work |
| | | 2.4 | Attachment process is planned to conform to quality requirements, maximise the appearance of the finished work and provide for the most economical use of materials and labour |
| | | 2.5 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 2.6 | Blind operating mechanism is set up and checked against workplace requirements and work instructions |
| 3 | Complete fitting operations | 3.1 | Work plan is followed ensuring compliance with workplace procedures and WHS requirements |
| | | 3.2 | Blinds are fitted and tested for correct operation |
| | | 3.3 | Pelmets, cord brackets or pulleys are fitted using appropriate hardware and adjusted to suit blind operation |
| 4 | Clean work area | 4.1 | Worksite and any equipment used are cleaned and stored appropriately |
| | | 4.2 | Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed |
| | | 4.3 | Completed work is inspected and compared to workplace quality requirements |
| | | 4.4 | Blinds which do not meet quality specifications are repaired on-site or returned to the workroom for repair |
| | | 4.5 | Appropriate documentation is completed |
| | | 4.6 | Fittings and blinds which do not meet quality specifications are repaired on-site or returned to the workroom for repair |
| | | 4.7 | Appropriate documentation/reporting is completed |


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# 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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Blinds to be fitted include:** | • Roman<br>• Austrian<br>• festoon<br>• Holland<br>• Venetian<br>• vertical<br>• pleated |
| **Tools and equipment include:** | • hand and power tools<br>• hammers<br>• screwdrivers<br>• drills |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and |


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communication
- manufacturer specifications and operational procedures

## Unit Mapping Information

Supersedes and is equivalent to LMFSF2012B Fit and adjust interior blinds.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSF2012 Fit and adjust interior blinds

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Fit and adjust at least five (5) different types of interior blinds
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Types, uses, limitations and operating mechanisms of interior blinds
- Identification of equipment, processes and procedures
- Work flow in relation to fitting blinds

## 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.


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- 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 blinds, appropriate quality specifications and instructions.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSF2013 Dress windows

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers decoratively installing and adjusting window finishings.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking window dressing work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work (ASCC 2007)*.

## Pre-requisite Unit

## Competency Field

## Unit Sector

Soft Furnishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify window finishings to be installed | 1.1 | Type of window finishings to be fitted and work order requirements are identified |
| | | 1.2 | Materials and tools are identified from work instructions and, where necessary, site inspection |
| | | 1.3 | The effect of the fitting process on overall finished window is identified |
| 2 | Plan process for dressing window | 2.1 | Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |
| | | 2.2 | Appropriate equipment is identified to minimise risks of |


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| | | | damage to customers' premises or injuries to self |
| | | 2.3 | Manufacturer information on products used is located and used to plan work |
| | | 2.4 | Decorator's specifications, if any, are used to plan work |
| | | 2.5 | Attachment process is planned to conform to quality requirements, minimise time, economically use materials and maximise appearance of the finished work |
| | | 2.6 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| 3 | Complete fitting operations | 3.1 | Backing is attached, where appropriate, to the curtain using appropriate fittings |
| | | 3.2 | Required number of glides are identified, matched between window finishing, and tracks added or removed as required |
| | | 3.3 | Curtains are attached to tracks and checked for smooth and even operation and hanging |
| | | 3.4 | Curtain height and floor clearance is checked and compared to work order requirement |
| | | 3.5 | Pelmets, valances, swags, pull-backs or tie-back holders are fitted using appropriate hardware and adjusted for fall, neatness and appearance |
| | | 3.6 | Where required, pleats are folded and tied to maintain required pleating |
| 4 | Clean work area | 4.1 | Worksite and any equipment used is cleaned and stored appropriately |
| | | 4.2 | Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed |
| | | 4.3 | Completed work is inspected and compared to workplace quality requirements |
| | | 4.4 | Fittings and curtains which do not meet quality specifications are repaired on-site or returned to the workroom for repair |
| | | 4.5 | Appropriate documentation or reporting is completed |


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# 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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Window finishings include:** | • curtains<br>• sheers<br>• swags<br>• pelmets<br>• valances<br>• tie-backs and hold-backs |
| **Tools and equipment include:** | • hand or power operated tools<br>• drills<br>• hammers<br>• screwdrivers |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication |


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- manufacturer specifications and operational procedures

## Unit Mapping Information

Supersedes and is equivalent to LMFSF2013B Dress windows.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSF2013 Dress windows

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Install at least four (4) different types of window dressings, which must include curtains and tie-backs
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Window dressing and fitting materials and techniques
- Identification of equipment, processes and procedures
- Work flow in relation to fitting curtains, valances, swags and other window treatments

## 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.


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- 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 curtains, tracks, decorative window finishings, appropriate quality specifications and instructions.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSF2014 Use soft furnishing sector hand and power tools

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers selecting and using hand and power tools in applications relating to the soft furnishing sector of the furnishing industry.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Soft Furnishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify hand and power tools | 1.1 | Types of hand and power tools and their functions are identified |
| | | 1.2 | Sources of power supply are recognised |
| | | 1.3 | Work health and safety (WHS) requirements for using hand and power tools are recognised and adhered to |
| 2 | Select and use hand tools | 2.1 | Hand tools are selected consistent with the needs of the job |
| | | 2.2 | Tools are checked for serviceability and safety and any faults are corrected or processed for repair |
| | | 2.3 | Equipment is selected to hold or support material for hand tool application, where applicable |


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| | | | |
|---|---|---|---|
| | | 2.4 | Material is located and held in position for hand tool application |
| | | 2.5 | Hand tools are safely and effectively used according to their intended use |
| | | 2.6 | Hand tools are safely located when not in immediate use |
| 3 | Select and use power tools | 3.1 | Appropriate personal protective equipment is selected, correctly fitted and used |
| | | 3.2 | Power tools are selected consistent with the needs of the job in accordance with conventional work practice |
| | | 3.3 | Power tools are visually checked for serviceability/safety in accordance with WHS requirements and any faults are corrected or processed for repair |
| | | 3.4 | Equipment is selected to hold or support materials for power tool application, where applicable |
| | | 3.5 | Material is located and held in position for power tool application where applicable |
| | | 3.6 | Power tools are safely and effectively used in application processes |
| | | 3.7 | Power tools are safely located when not in use |
| 4 | Clean up work area and tools | 4.1 | All tools are cleaned, maintained and stored |
| | | 4.2 | Equipment is cleaned, maintained and stored |
| | | 4.3 | Work area is cleared and waste removed |

# 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.


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

**Hand tools include:**

- scissors
- cutting blades
- tape measures
- rulers
- hammers
- staple guns and screwdrivers

**Power tools include:**

- drills
- screwdrivers
- staple guns
- pressing equipment
- others as required by enterprises

**Fault reporting includes:**

- verbal or written reporting

**Personal protective equipment includes:**

- that prescribed under legislation, regulations and enterprise policies and practices

**Information and procedures include:**

- workplace procedures relating to the use of tools and equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures


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# Unit Mapping Information

Supersedes and is equivalent to LMFSF2014B Use soft furnishing sector hand and power tools.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSF2014 Use soft furnishing sector hand and power tools

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- On at least three (3) occasions adopt and carry out correct procedures prior to and during use of hand and power tools for soft furnishing operations
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Function, purpose and operator maintenance requirements of hand tools used in the workplace
- Function, purpose and operator maintenance requirements of power tools used in the workplace
- Workplace safety requirements and WHS legislation

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 soft furnishing sector hand and power tools, and materials used in the manufacturing and/or installation of soft furnishing products.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSF3001 Operate drop cutting machines

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers using drop cutting machines to machine synthetic or natural fabrics used for curtains, internal or external blinds, awnings and shade wings.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Soft Furnishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify drop cutting machine controls, adjustments and work procedures | 1.1 | Job requirements are identified from workplace approved operating procedures |
| | | 1.2 | Equipment components, adjustment points and controls are identified |
| | | 1.3 | Operating procedures are checked to identify approved operating range and adjustments |
| | | 1.4 | Equipment operations and production procedures are identified |
| | | 1.5 | The process for obtaining materials and moving products to the next process is identified |
| 2 | Plan and prepare for | 2.1 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the |


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| | | | |
|---|---|---|---|
| | work | | work, serviceable and in a safe condition |
| | | 2.2 | Inspection procedure for material quality and equipment condition is identified |
| | | 2.3 | Work sequence is planned to suit job |
| | | 2.4 | Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |
| | | 2.5 | Equipment emergency stops and guards are identified |
| | | 2.6 | Machine checking procedures are identified |
| | | 2.7 | Any required supplementary equipment is identified for routine lubrication and adjustments of the equipment |
| 3 | Set and operate drop cutting machine | 3.1 | Fabric length and angle of cut are set on the drop cutting machine following work order |
| | | 3.2 | Fabric is fixed to the machine using appropriate hooks or other fasteners |
| | | 3.3 | Fabric is checked for flaws prior to cutting |
| | | 3.4 | Fabric use minimises waste materials |
| | | 3.5 | Cutting operations provide the required product quality standards, work outputs and minimisation of waste |
| | | 3.6 | Problems are identified and reported following workplace procedures |
| | | 3.7 | Cut lengths are checked for required quality and moved to the next process |
| | | 3.8 | Waste and scrap are dealt with following workplace procedures |
| | | 3.9 | Equipment and work area clean-up are completed following workplace procedures |
| 4 | Confirm quality requirements are met | 4.1 | Process is monitored and conditions which may affect quality standards are reported |
| | | 4.2 | Observed requirements for repairs or maintenance are identified and reported to appropriate personnel |


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4.3 Authorised changes to settings or operating procedures are implemented

## 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

**Machine checking procedures include:**

- materials inputs and outputs
- cutting blade condition
- attachments and ancillary equipment
- quality requirements for the process stage

**Personal protective equipment includes:**

- that prescribed under legislation, regulations and enterprise policies and practices

**Information and procedures include:**

- workplace procedures relating to the use of tools and equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures


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# Unit Mapping Information

Supersedes and is equivalent to LMFSF3001B Operate drop cutting machines.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSF3001 Operate drop cutting machines

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Identify and operate machine controls and guards and set depth and angle of cut to specification
- Operate drop cutting machine to cut at least five (5) different types of material or fabric
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Types, characteristics, uses and limitations of drop cutting machines
- Characteristics of materials used and products produced
- Identification of equipment adjustment points, processes and procedures
- Procedure for reporting faulty products or interruptions to work flow
- Work flow requirements for process

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 drop cutting machines, equipment operating procedures and fabric for cutting.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSF3002 Use automated curtain pleating equipment

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers using automated pleating equipment to construct curtain headings.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Soft Furnishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify automated curtain pleating equipment controls and work procedures | 1.1 | Location and function of the equipment, including, equipment condition, components and controls, are identified |
| | | 1.2 | Work procedures and documentation are checked to identify that settings are within approved operating range |
| | | 1.3 | Inspection procedure for quality requirements for hemmed and seamed curtain drops is identified |
| | | 1.4 | Heading type is recognised to identify personal work requirements for measuring, calculating, folding and finishing |
| | | 1.5 | The process for obtaining materials and moving products to the next process is identified |


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| | | | |
|---|---|---|---|
| 2 | Prepare for work | 2.1 | Work order requirements are identified |
| | | 2.2 | Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |
| | | 2.3 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 2.4 | Work sequence is planned to suit job |
| | | 2.5 | Equipment on/off switches and guards are identified |
| | | 2.6 | Pleated width for the curtain order is calculated |
| | | 2.7 | Adjustments to equipment settings to match work order heading requirements and finished curtain width are made following workplace approved procedures |
| | | 2.8 | Any required supplementary equipment is identified for routine cleaning, lubrication and adjustments |
| 3 | Operate automated curtain pleating equipment | 3.1 | Lubrications and adjustments are made to the machine |
| | | 3.2 | Curtains are spread on work area and clamped in the automated equipment ensuring a smooth and square alignment with the machine guides |
| | | 3.3 | Curtain pleating is completed, monitoring equipment conditions and drape quality |
| | | 3.4 | Finished width of each curtain drop is measured and checked against work order and pleat size is adjusted, where required |
| | | 3.5 | Curtain headings are stapled or clipped within required heading area |
| | | 3.6 | Problems are identified and reported following workplace procedures |
| 4 | Complete work | 4.1 | Finished work is despatched to next process following workplace procedures |
| | | 4.2 | Equipment and work area clean up are completed following workplace procedures |


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

**Personal protective equipment includes:**

- that prescribed under legislation, regulations and enterprise policies and practices

**Information and procedures include:**

- workplace procedures relating to the use of tools and equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

# Unit Mapping Information

Supersedes and is equivalent to LMFSF3002B Use automated curtain pleating equipment.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSF3002 Use automated curtain pleating equipment

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Set up automated curtain pleating equipment to produce at least three (3) different heading types
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Types, characteristics, uses and limitations of curtain pleating equipment
- Characteristics of materials used and products produced
- Identification of equipment adjustment points, processes and procedures
- Procedure for reporting faulty products or interruptions to work flow
- Work flow requirements for process

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 automated pleating equipment, operating procedures and unpleated curtains.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSF3003 Follow patterns to produce window toppings

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers producing window toppings following the requirements of patterns.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Soft Furnishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify work requirements | 1.1 | Job requirements are identified from work instructions and patterns |
| | | 1.2 | Pattern is interpreted to determine detail or work requirements |
| | | 1.3 | Instructions for sequencing of work and particular measurements or adjustments are interpreted |
| | | 1.4 | Work sequence is planned, including quality checkpoints |
| 2 | Prepare for work | 2.1 | Suitable work area is selected for the tasks |
| | | 2.2 | Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |


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| | | | |
|---|---|---|---|
| | | 2.3 | Materials are selected to match customer requirements, suitability for the purpose and work instructions |
| | | 2.4 | Potential hazards are identified from observation of the tools, equipment, materials and workplace reference material |
| | | 2.5 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| 3 | Complete construction | 3.1 | Window toppings are constructed following work instructions |
| | | 3.2 | Work is checked against patterns and worksheets at the identified checkpoints |
| | | 3.3 | Non-conformity with enterprise quality standards is rectified |
| 4 | Finalise operations | 4.1 | Completed work is checked against required quality standards |
| | | 4.2 | Documentation or reporting is completed following workplace procedures |
| | | 4.3 | Work area is cleaned, and tools and equipment are returned to storage |
| | | 4.4 | Unused materials are returned to storage and waste and scrap are dealt with following workplace procedures |

# 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


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work environment.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving kills |
| **Window toppings include:** | • swags<br>• jabots<br>• falls/tails and accessories<br>• soft padded pelmets<br>• bonded pelmets |
| **Tools and equipment include:** | • measuring and calculating equipment:<br>  • tapes<br>  • rulers<br>  • calculators<br>  • computers<br>• fabric and general cutting and sewing tools:<br>  • scissors<br>  • saws<br>  • drills<br>  • staplers<br>  • sewing machines<br>  • hemming machines<br>  • overlockers<br>  • glue guns<br>  • swag templates |
| **Materials include:** | • plain and patterned fabric<br>• velvet and vinyl |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication |


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- manufacturer specifications and operational procedures

## Unit Mapping Information

Supersedes and is equivalent to LMFSF3003B Follow patterns to produce window toppings.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSF3003 Follow patterns to produce window toppings

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and patterns to locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- 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
- Interpret patterns correctly to identify the type of material specified, required tools and equipment for the task, number and type of window toppings to be produced, and quality requirements
- Interpret patterns and identify materials used and any special sewing or handling requirements to produce at least one (1) each of jabots, swags, tails, soft padded pelmets and bonded pelmets
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Type, characteristics, uses and limitations of window toppings
- Process for interpretation of patterns
- Identification of equipment, processes and procedures
- Work flow in relation to window topping production

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 patterns, materials and specifications.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSF3005 Construct Austrian festoon-style blinds

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers constructing and sewing Austrian festoon-style blinds.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Soft Furnishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Establish work requirements and prepare for work | 1.1 | Work order requirements are checked and confirmed |
| | | 1.2 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 1.3 | Correct side of fabric, naps, direction of pattern and pattern matches are identified |
| | | 1.4 | Fabric is checked for flaws |
| | | 1.5 | Appropriate needle types for the fabric are selected and threaded |
| 2 | Lay out work to be sewn | 2.1 | Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |


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| | | | |
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| | | 2.2 | Linings and any interlining materials are laid out and folded ready for sewing |
| | | 2.3 | Lining materials are matched and secured |
| | | 2.4 | Face fabric is folded, bringing edges to be seamed together to match any pattern and to maintain an appropriate finished length |
| | | 2.5 | Pattern matches are kept uniform within drops and across matching sets of blinds |
| | | 2.6 | Fabric is held together and, where required, supported with pins or other workplace approved methods |
| 3 | Stitch seams and form corners | 3.1 | Curtain fabrics are held to allow for the personal right-hand or left-hand preference of the sewer, and manipulation requirements for the bulk and slipperiness of the materials |
| | | 3.2 | Machine sewing operations are completed correctly |
| | | 3.3 | Finished length and width of each panel are measured and checked against work order and adjusted, where required |
| | | 3.4 | Linings and interlinings are attached to back of blind |
| | | 3.5 | Corners are folded and formed to match work order or workplace requirements |
| | | 3.6 | Hems are completed using the appropriate stitch type and sewing method |
| | | 3.7 | Corners are stitched and finished and threads trimmed |
| | | 3.8 | Ring placement positions are measured and marked |
| 4 | Sew gathering materials | 4.1 | Headings and any stitching or slit along vertical gather lines are completed according to the work order |
| | | 4.2 | Ends of stitching are secured and any required weights are attached |
| 5 | Finish work | 5.1 | Finished blinds are checked ensuring stitch length, end finishing and size blinds match work requirements |
| | | 5.2 | Work is pressed |
| | | 5.3 | Parts of the work which do not comply with work order are repaired |


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| | | 5.4 | Rings are attached |
| | | 5.5 | Gather tapes and gathering lines are pulled up maintaining even fullness in gather and even tension in gathering lines |
| | | 5.6 | Headboard is painted, stained or covered with fabric fixed along the board length, corners are mitred and fixed, reducing bulk and ensuring a neat finish |
| | | 5.7 | Blinds are fitted to headboard or track and threading completed |
| 6 | Complete work for next process | 6.1 | Workplace required documentation or reporting is completed |
| | | 6.2 | Finished work is folded, protected and despatched following workplace procedures |

# 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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Austrian festoon-style** | • Austrian |


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| | |
|---|---|
| **blinds include:** | • festoon<br>• London<br>• balloon<br>• cloud |
| **Tools and equipment include:** | • industrial sewing machines<br>• measuring equipment<br>• stapler<br>• drill<br>• saw |
| **Materials include:** | • lining<br>• interlining and curtain fabrics, including lace<br>• fabric-lined and unlined blinds<br>• fasteners<br>• threads |
| **Work order requirements include:** | • widths and numbers of finished blinds<br>• seam allowances and types<br>• number and widths of panels<br>• lining and any interlining<br>• contrasting edging<br>• required fasteners and other materials<br>• mounting style headboard or track requirements |
| **Machine sewing operations include:** | • straight stitching along seam lines from the face to the lower edge of the material,<br>• securing of beginning and end of threads<br>• stitching is even and appropriate seam stitch type, length and visibility<br>• seams are flat<br>• finished components match work requirements |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |


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# Unit Mapping Information

Supersedes and is equivalent to LMFSF3005B Construct Austrian/festoon style blinds.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSF3005 Construct Austrian festoon-style blinds

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Identify materials used and any special sewing requirements measure accurately and construct at least two (2) Austrian festoon-style blinds to required size and accuracy
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Types, characteristics, uses and limitations of Austrian festoon-style blinds
- Design features of the Austrian festoon-style blinds
- Fabric types, common faults and inspection procedures
- Identification of equipment, processes and procedures for making Austrian festoon-style blinds
- Work requirements, including workplace standards
- Risks to health from repetitive actions and prevention strategies

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 appropriate sewing machine, fabrics, work procedures and/or equipment instructions.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSF3006 Chemically join textiles

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers using specialised equipment and processes to bond or glue textiles for the manufacture of items, including bonded blinds and padded pelmets.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Soft Furnishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify the materials and process for joining | 1.1 | The process and materials to be used are identified |
| | | 1.2 | The effect of the joining process on the materials is determined |
| | | 1.3 | The effect of the chemical reactions on the materials is determined |
| | | 1.4 | Allowances for joining overlaps are checked in workplace documentation and manufacturer instructions |
| | | 1.5 | Curing times are identified for the materials and the process |
| 2 | Plan the joining process | 2.1 | Manufacturer instructions and workplace procedures for the joining task are used in the planning process |


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| | | | |
|---|---|---|---|
| | | 2.2 | Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |
| | | 2.3 | Work sequence is planned noting appropriate curing/cooling times, efficient work sequence and quality requirements |
| 3 | Set up equipment and materials for the process | 3.1 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 3.2 | Site is checked for appropriate ventilation, fume extraction and protection of other surfaces from contamination with screens and or covers |
| | | 3.3 | Adjustments and settings are made to suit materials, manufacturer instructions and workplace procedures |
| | | 3.4 | Appropriate personal protection equipment is selected and used |
| 4 | Follow workplace procedures to complete the joining process | 4.1 | Joining procedures are completed following the planned work sequence |
| | | 4.2 | Checks and tests of the process and the finished product are made |
| | | 4.3 | Appropriate adjustments are made to the process to maintain the quality of the finished product |
| | | 4.4 | Workplace documentation and records are completed as required |

# 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


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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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Chemical joining includes:** | • the use of solvent and water-based chemicals to join or repair textiles |
| **Fabric types include:** | • plain and patterned fabric<br>• vinyl<br>• velvet |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • chemical manufacturer specifications and operational procedures<br>• workplace procedures relating to the setting and operation of chemicals and machinery<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFSF3006B Chemically join textiles.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSF3006 Chemically join textiles

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Locate, interpret and apply information relevant to the chemicals and textiles involved and apply safe handling practices for equipment, products and materials
- Select appropriate materials and joining process to match work requirements and conduct the joining process within workplace quality parameters to chemically join at least three (3) textiles, including plain and patterned fabric, vinyl and velvet
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Types, strengths and limitations of chemical joining processes and techniques
- Changes in materials during the chemical repair and joining of materials
- Testing for potential damage, including dye fastness for the adhesive and materials
- Requirements for ventilation and personal protection equipment for the adhesives
- Personal health effects of fumes, heat and other radiations

## Assessment Conditions

- Assessors must:


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  - 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 textiles, joining materials and job sheets.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSF3007 Lay out patterns and cut fabrics

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers laying out patterns and cutting fabrics for construction of soft furnishings, upholstery products, and mattresses and bases.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Soft Furnishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Plan work operations | 1.1 | Specifications, patterns and/or plans are read and interpreted to identify required fabrics, number of items to be cut and required equipment |
| | | 1.2 | Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |
| | | 1.3 | Cutting requirements, including bias or other instructions, are noted and required guides on the cutting table are identified |
| | | 1.4 | Suitable work area is selected, tidied and cleaned of any contaminants |
| | | 1.5 | Appropriate equipment and tools are selected for the |


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| | | | fabrics and type of materials |
| | | 1.6 | Suitable scissors and/or blades are selected for the fabrics to be cut |
| | | 1.7 | Scissors and any other cutting equipment are checked prior to use for appropriate sharpness, set operation and safe condition |
| | | 1.8 | Fabrics are selected in accordance with work order and laid out smooth and square |
| 2 | Prepare materials for cutting | 2.1 | Fabrics are inspected for flaws and appropriate finish |
| | | 2.2 | Naps, direction of pattern, pattern repeat and finished side of the materials are identified |
| | | 2.3 | Fabrics are squared up to the edges or guide markings on the cutting table |
| | | 2.4 | Patterns are laid out following work procedures and instructions using registration points on the pattern and other instructions to match required fabric pattern |
| | | 2.5 | Measurements are made and appropriate adjustments are made |
| | | 2.6 | Tools and equipment are checked for operation |
| 3 | Complete cutting operations | 3.1 | Required cutting operations are completed to cut out materials following work instructions |
| | | 3.2 | Fabrics are wrapped using appropriate protective covers and care label information is attached |
| | | 3.3 | Unused materials are stored as required |
| | | 3.4 | Workplace required documentation is completed and stored following appropriate procedures |
| | | 3.5 | Cut fabrics are folded, protected and despatched to next process following workplace procedures |
| | | 3.6 | Stock usage is reported as required by workplace procedures |
| | | 3.7 | Work area is cleaned and damaged tools tagged as required |


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3.8 Waste is collected and bundled for recycling/re-use as required

## 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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Cutting fabrics includes:** | • single or double layer fabrics by hand or automatic method according to required shape or pattern<br>• plain fabrics as well as those which involve matching stripes, checks and pattern repeats |
| **Tools and equipment include:** | • scissors<br>• cutting blades<br>• automatic cutting machines |
| **Fabric types include:** | • plain and patterned fabric<br>• vinyl<br>• velvet |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and** | • workplace procedures relating to the use of tools and |


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**procedures include:**

equipment

- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

## Unit Mapping Information

Supersedes and is equivalent to LMFSF3007B Lay out patterns and cut fabrics.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSF3007 Lay out patterns and cut fabrics

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Lay out patterns, measure accurately and cut out at least five (5) different fabric types or pattern styles identifying the materials used and any special cutting requirements
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Fabric types, common faults and inspection procedures
- Design features of the finished furnishing items in relation to laying out the pattern and cutting the fabrics
- Work requirements, including workplace standards
- Risks to health from repetitive actions and prevention strategies

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 fabrics, work procedures and/or equipment instructions.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSF3008 Measure up and calculate fabric quantities for window coverings

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers measuring up and calculating fabric and tracking quantities for window coverings during a site visit for subsequent use in job specifications and quotes/tenders.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking windows coverings work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work (ASCC 2007)*.

## Pre-requisite Unit

## Competency Field

## Unit Sector

Soft Furnishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Prepare for calculations | 1.1 | Measuring and calculating equipment are collected |
| | | 1.2 | Mathematical processes and guide charts required are identified |
| | | 1.3 | Drape requirements, fabric types and lining/interlining requirements are noted from work order |
| 2 | Measure windows and calculate drape | 2.1 | Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are |


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|---|---|---|---|
| | fabric requirements | | observed throughout the work |
| | | 2.2 | Fabric repeats are noted from samples of customer selected fabrics and recorded |
| | | 2.3 | Fabric width and pattern repeat are noted for work order |
| | | 2.4 | Finished length of window covering is identified for order |
| | | 2.5 | Heading type is identified for order and fullness ratio is identified |
| | | 2.6 | Loose or attached lining preference is noted on work order |
| | | 2.7 | Finished width of tracking and window covering is measured and noted |
| | | 2.8 | Number of fabric drops per curtain is calculated |
| | | 2.9 | Length of each fabric drop is calculated based on finished length plus hem and heading allowances and pattern repeats |
| | | 2.10 | Allowances for seams, hems, headings, drape fullness or heading type are noted for the work order |
| 3 | Calculate lining and interlining quantities | 3.1 | Width of lining and interlining fabrics is noted |
| | | 3.2 | Number of lining/interlining widths or quantity of continuous lining is calculated based on required number of drape drops or continuous fabric |
| | | 3.3 | Length of lining/interlining drops is calculated, including hem allowances |
| | | 3.4 | Amount of lining/interlining fabric is calculated and noted for work order |
| | | 3.5 | Procedures for minimising waste fabric are identified |
| 4 | Complete documentation | 4.1 | Quotation is prepared for client according to workplace procedures |
| | | 4.2 | Documentation is forwarded to appropriate work area |


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# 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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Window coverings include:** | • curtains and drapes<br>• blinds |
| **Measuring and calculating equipment includes:** | • tapes<br>• rulers<br>• calculators<br>• computers |
| **The number of fabric drops per curtain is based on:** | • useable drapery fabric width<br>• fullness requirements for heading type<br>• size of returns and overlaps<br>• track width identified for customer order |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and |


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communication
- manufacturer specifications and operational procedures

## Unit Mapping Information

Supersedes and is equivalent to LMFSF3008B Measure up and calculate fabric quantities for window coverings.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSF3008 Measure up and calculate fabric quantities for window coverings

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Measure up and accurately calculate fabric quantities for at least three (3) different window covering types
- Prepare quotation and/or work order and locate and apply relevant information
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Design features of the fabrics and finished curtains in relation to attractive draping requirements
- Fabric types, common faults and inspection procedures
- Work requirements, including workplace standards

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 work orders, measuring equipment, fabrics, including linings and interlinings, calculator and other relevant equipment.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSF3009 Manufacture bedspreads, bed linen and table cloths

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers producing bedspreads, bed linen and table cloths in a range of styles to specifications using industrial sewing machines and equipment.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Soft Furnishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify work requirements | 1.1 | Job requirements are identified from work instructions and patterns |
| | | 1.2 | Pattern is interpreted to determine work specifications |
| | | 1.3 | Instructions for sequencing of work and particular measurements or adjustments are interpreted |
| | | 1.4 | Work sequence is planned, including quality checkpoints |
| 2 | Prepare for work | 2.1 | Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |
| | | 2.2 | Suitable work area is selected for the tasks |


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| | | | |
|---|---|---|---|
| | | 2.3 | Materials are selected to match customer requirements, suitability for the purpose and the work instructions |
| | | 2.4 | Potential hazards are identified from observation of the tools, equipment, materials and workplace reference material |
| | | 2.5 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| 3 | Complete manufacture | 3.1 | Fabric quantities are calculated, allowing for seams, joining pleats and gathers |
| | | 3.2 | Fabric is marked out and cut to size |
| | | 3.3 | Bedspreads, bed linen and table cloths are manufactured following work instructions |
| | | 3.4 | Work is checked against patterns and worksheets at the identified checkpoints |
| | | 3.5 | Non-conformity with the required quality standards is rectified |
| 4 | Finalise operations | 4.1 | Completed work is checked against required quality standard |
| | | 4.2 | Documentation or reporting is completed following workplace procedures |
| | | 4.3 | Work area is cleaned, tools and equipment are returned to storage |
| | | 4.4 | Unused materials are returned to storage and waste and scrap are dealt with following workplace procedures |

# 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.


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

**Bedspreads and bed linen include:**

- quilted, lined and unlined bedspread styles
- duvet covers, sheets, pillow cases and bed valances

**Tools and equipment include:**

- measuring and calculating equipment:
  - tapes
  - rulers
  - calculators
  - computers
- fabric cutting and sewing tools:
  - scissors
  - sewing machines
  - hemming machines
  - overlockers

**Materials include:**

- plain and patterned fabric
- decorative trims and fasteners

**Pattern interpretation is to determine:**

- type of materials specified
- decorative finishes to be applied
- required tools and equipment for the task
- number and size of bedspreads bed linen and table cloths to be produced
- quality requirements

**Personal protective equipment includes:**

- that prescribed under legislation, regulations and enterprise policies and practices

**Information and procedures include:**

- workplace procedures relating to the use of tools and equipment
- work instructions, including job sheets, cutting lists, plans,


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drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

## Unit Mapping Information

Supersedes and is not equivalent to LMFSF3009B Manufacture bedspreads.

Supersedes and is not equivalent to LMFSF3010B Manufacture bed linen and table cloths.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSF3009 Manufacture bedspreads, bed linen and table cloths

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- 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
- Identify materials used in bedspread, bed linen and table cloths manufacture, and any special sewing or handling requirements, and produce at least three (3) different types of bed linen or table cloths which must include one (1) duvet cover and one (1) bed valance
- Manufacture at least one (1) quilted, one (1) lined, and one (1) unlined bedspread
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Interpretation of patterns
- Standard range of bedspread and basic bed linen sizes, styles and variations
- Range of fabrics and decorative finishes used in the making of bedspreads, bed linen and table cloths
- Identification of equipment, processes and procedures
- Work flow in relation to bedspread, bed linen and table cloth production

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 patterns, materials and work orders.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSF3010 Advise customers on interior decoration

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers advising customers on colour coordination, fabric selection and styles in relation to soft furnishings.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Soft Furnishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify work requirements | 1.1 | Job requirements are identified from customer's initial instructions or enquiries and work instructions |
| | | 1.2 | Potential site problems or site-specific requirements are identified |
| | | 1.3 | Work sequence is planned, including quality checkpoints |
| 2 | Prepare for work | 2.1 | A range of materials and products are selected to match customer requirements, suitability for the purpose and work instructions |
| | | 2.2 | Sample materials, products and visual aids are collected |
| | | 2.3 | An appointment is arranged with the customer and an appropriate time plan is agreed |


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| | | | |
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| 3 | Confirm customer requirements | 3.1 | Questioning and active listening techniques are used to clarify customer needs |
| | | 3.2 | Customer requirements are identified professionally, courteously, with tact and without presumptions |
| | | 3.3 | Customer requirements are fed back accurately using language that can be understood by the customer and enterprise staff |
| | | 3.4 | Customer requirements are documented in accordance with relevant industry, legal and/or enterprise standards and procedures |
| 4 | Provide advice on interior decoration options | 4.1 | Viable options for colour, fabric and design that are relevant to the customer's requirements are generated |
| | | 4.2 | Relevant suppliers are contacted to research alternative options, if required |
| | | 4.3 | Options for colour, fabric and design are explained to and discussed with the customer to facilitate customer understanding |
| | | 4.4 | Fabric or product samples and/or visual aids are made available to the customer, where appropriate, to facilitate customer understanding |
| | | 4.5 | Benefits and approximate costs of each option are explained to the customer to facilitate informed decision making |
| 5 | Confirm selection with customer | 5.1 | Customer preferred option, including agreed delivery timeframe, is determined |
| | | 5.2 | Customer commitment to agreed option is gained in accordance with workplace requirements |
| | | 5.3 | Documentation is completed following workplace procedures, including any required specification sheets for products selected |
| | | 5.4 | Assistance with any paperwork requiring completion by customer is provided, where appropriate |
| 6 | Finalise process | 6.1 | Sample products are returned to storage, as required |
| | | 6.2 | Contact is maintained with customer throughout |


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manufacture and installation process, if required

## 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

**Tools and equipment include:**

- measuring and calculating equipment:
  - tapes
  - rulers
  - calculators
  - computers

**Materials include:**

- product and fabric samples
- visual aids (photographs)
- magazines
- trade brochures
- sketches

**Personal protective equipment includes:**

- that prescribed under legislation, regulations and enterprise policies and practices

**Information and**

- workplace procedures relating to the use of tools and equipment


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**procedures include:**

- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

# Unit Mapping Information

Supersedes and is equivalent to LMFSF3011B Advise customers on interior decoration.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSF3010 Advise customers on interior decoration

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- 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
- Identify products and materials used in interior decoration and any special handling requirements for those materials
- Advise customers on at least three (3) occasions involving both fabric and colour selections
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Interpretation of plans and worksheets
- Colour coordination and matching
- Fabric types and applications
- Current trends in soft furnishing styles

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors



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  - 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 sample fabrics and products, visual aids and customer specifications.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSF3011 Install motorised curtains and blinds

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers installing motorised curtains and blinds in residential and commercial locations.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking motorised curtains and blinds installation work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work (ASCC 2007)*.

## Pre-requisite Unit

## Competency Field

## Unit Sector

Soft Furnishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify products, fittings and attachments to be used | 1.1 | Type of motorised curtain or blind to be installed is identified from work order |
| | | 1.2 | Required materials and tools are identified from work instructions and, where necessary, site inspection |
| | | 1.3 | Location of available power point is checked for suitability |
| | | 1.4 | Installation of power point in suitable location is arranged, if required |
| 2 | Plan process for fitting | 2.1 | Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are |


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| | | | |
|---|---|---|---|
| | | | observed throughout the work |
| | | 2.2 | Appropriate equipment is identified to minimise risks of damage to customers' premises or injuries to self |
| | | 2.3 | Manufacturer information on products used is located and used to plan work |
| | | 2.4 | Attachment process is planned to conform to quality requirements, minimise time, economically use materials and maximise appearance of the finished work |
| | | 2.5 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| 3 | Complete fitting operations | 3.1 | Work plan is followed ensuring compliance with workplace procedures and WHS requirements |
| | | 3.2 | Tracks or blinds are installed and tested for correct operation |
| | | 3.3 | Curtains are attached to tracks and checked for smooth and even operation and hanging, including limits |
| | | 3.4 | Curtain or blind height and floor clearance is checked and compared to work order requirement |
| 4 | Clean work area | 4.1 | Worksite and any equipment used is cleaned and stored appropriately |
| | | 4.2 | Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed |
| | | 4.3 | Completed work is inspected and compared to workplace quality requirements |
| | | 4.4 | Fittings, curtains and blinds which do not meet quality specifications are repaired on-site or returned to the workroom for repair |


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# 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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Motorised curtains and blinds include:** | • battery<br>• plug-in mains power |
| **Tools and equipment include:** | • hand or power operated tools<br>• drills<br>• hammers<br>• screwdrivers |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |


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# Unit Mapping Information

Supersedes and is equivalent to LMFSF3012B Install motorised curtains and blinds.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSF3011 Install motorised curtains and blinds

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Install at least one (1) motorised curtain and one (1) motorised blind
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Basic low voltage motor theory
- Types, characteristics, uses and limitations of motorised curtain systems
- Features and use of relevant equipment, processes and procedures
- Work flow in relation to fitting electric motors, curtains, blinds and tracks

## 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


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  - 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 motors, curtains, tracks, appropriate quality specifications and instructions.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSF3012 Follow patterns to produce soft furnishing accessories

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers producing soft furnishing accessories following the requirements of patterns.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Soft Furnishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify work requirements | 1.1 | Job requirements are identified from work instructions and patterns |
| | | 1.2 | Pattern is interpreted to determine work specifications |
| | | 1.3 | Instructions for sequencing of work and particular measurements or adjustments are interpreted |
| | | 1.4 | Work sequence is planned, including quality checkpoints |
| 2 | Prepare for work | 2.1 | Work health and safety (WHS) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work |
| | | 2.2 | Suitable work area is selected for the tasks |


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| | | | |
|---|---|---|---|
| | | 2.3 | Materials are selected to match customer requirements, suitability for the purpose and the work instructions |
| | | 2.4 | Potential hazards are identified from observation of the tools, equipment, materials and workplace reference material |
| | | 2.5 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| 3 | Complete production | 3.1 | Soft furnishing accessories are produced following work instructions |
| | | 3.2 | Work is checked against patterns and worksheets at the identified checkpoints |
| | | 3.3 | Non-conformity with enterprise quality standards is rectified |
| 4 | Finalise operations | 4.1 | Completed work is checked against required quality standard |
| | | 4.2 | Documentation or reporting is completed following workplace procedures |
| | | 4.3 | Work area is cleaned, tools and equipment are returned to storage |
| | | 4.4 | Unused materials are returned to storage and waste and scrap are dealt with following workplace procedures |

# 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


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work environment.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

**Soft furnishings include:**

- cushions
- tie-backs
- bolsters
- soft tableware
- slip-on covers

**Tools and equipment include:**

- measuring and calculating equipment:
  - tapes
  - rulers
  - calculators
  - computers
- fabric and general cutting and sewing tools:
  - scissors
  - saws
  - drills
  - staplers
  - sewing machines
  - hemming machines
  - overlockers
  - glue guns

**Materials include:**

- plain and patterned fabric
- velvet
- vinyl
- piping cords
- wadding
- foam
- zips and fasteners

**Pattern interpretation is to identify or determine:**

- type of material specified
- required tools and equipment for the task
- number and type of soft furnishing accessories to be produced


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| | |
|---|---|
| | • quality requirements |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFSF3013B Follow patterns to produce soft furnishing accessories.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSF3012 Follow patterns to produce soft furnishing accessories

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Produce at least three (3) different types of soft furniture accessories, which are to include one (1) padded, piped and shaped tie back, one (1) piped cushion and one (1) bolster
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Types, characteristics and production requirements for soft furnishing accessories
- Process for the interpretation of patterns
- Features and use of relevant equipment, processes and procedures
- Work flow in relation to soft furnishing accessory production

## 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


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  - 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 patterns, materials and work orders.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSF3013 Provide technical advice to customers

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers providing advice to customers on a range of technical issues that impact on soft furnishing types, uses and installation issues, including wall structures, interior design principles, motorisation, energy conservation and interpretation of architectural drawings.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking technical advisory work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work (ASCC 2007)*.

## Pre-requisite Unit

## Competency Field

## Unit Sector

Soft Furnishing

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify customer requirements | 1.1 | Questioning techniques are applied to determine the nature of customer requirements |
| | | 1.2 | Potential site problems or site-specific requirements are identified |
| 2 | Access and interpret information | 2.1 | All available information relating to customer-specific requirements is gathered, recorded and confirmed with the customer |
| | | 2.2 | Information on options that potentially meet the customer's |


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| | | | |
|---|---|---|---|
| | | | requirements is accessed and interpreted |
| 3 | Provide advice to customer | 3.1 | Viable options relating to products, techniques or solutions that are relevant to the customer's requirements are generated |
| | | 3.2 | Information on available options relating to products, techniques or solutions is provided to the customer |
| | | 3.3 | Features, benefits, limitations and safety implications relating to available options are explained to the customer |
| | | 3.4 | The customer is advised to seek specialist advice, where warranted |

# 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.

**Unit context includes:**

- work health and safety (WHS) requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

**Tools and equipment include:**

- measuring and calculating equipment:
  - tapes
  - rulers


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| | |
|---|---|
| | • calculators<br>• computers |
| **Materials include:** | • product and fabric samples<br>• visual aids:<br>  • photographs<br>  • magazines<br>  • trade brochures<br>  • sketches<br>• technical drawings |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFSF3014B Provide technical advice to customers.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSF3013 Provide technical advice to customers

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Provide advice to customers on three (3) occasions with each involving a different central subject
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Interpretation of plans, drawings and worksheets
- Interior design principles
- Types of motorisation
- Energy conservation methods
- Types of wall and ceiling construction

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 sample products, visual aids and customer specifications.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSS2001 Rectify faults in product

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers identifying and rectifying faults in security screen and grille materials and products.

Licensing, legislative or certification requirements may apply to this unit and relevant state/territory and local government agencies should be consulted to determine any necessary certification or licensing for undertaking security screens and grilles work. Access to construction sites requires certification of general induction training specified by the *National Code of Practice for Induction for Construction Work (ASCC 2007)*.

## Pre-requisite Unit

## Competency Field

## Unit Sector

Security Screens and Grilles

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. |
|---|---|---|
| 1 | Plan and prepare | 1.1 Applicable work health and safety (WHS), legislative and organisational requirements relevant to rectifying faults in the manufacturing and installation of security screens and grilles are verified and complied with |
| | | 1.2 Tools and equipment are selected to carry out tasks, are consistent with the requirements of the job, checked for serviceability, and any faults are rectified or reported prior to commencement |
| | | 1.3 Materials appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use |


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| | | 1.4 | Workplace environment considerations are identified and measures to reduce noise, dust and obstacles are applied |
| 2 | Assess the fault to identify rectification issues | 2.1 | Faults are identified and inspected to confirm the extent and nature of the fault |
| | | 2.2 | Faults are assessed to determine whether it is a defect in workmanship, process or material |
| | | 2.3 | Verbal and/or written report on the nature of the defect and probable cause is provided |
| | | 2.4 | Faults found are assessed for remedial solutions |
| | | 2.5 | Solution to repair the fault is selected and planned |
| 3 | Rectify faults | 3.1 | Damage or defective area is prepared for repair |
| | | 3.2 | Specialist instruments and repair tools are applied to rectify the fault |
| | | 3.3 | Damage or defective area is finished to specification |
| | | 3.4 | Documentation is completed outlining the nature of the fault, work conducted and outcome, in accordance with enterprise requirements |
| | | 3.5 | Rectified parts are processed for inspection and returned to the production/installation sequence |
| 4 | Clean up work area | 4.1 | Work area is cleared and materials disposed of |
| | | 4.2 | Tools and equipment are cleaned |

# 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


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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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Faults include:** | • defects in workmanship or materials that affect the look or functional quality of the finished security screen or grille product |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulation and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment and personal protective equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFSS2002A Rectify faults in product.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSS2001 Rectify faults in product

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Inspect, assess and rectify at least five (5) separate and different faults to specifications and enterprise inspections requirements
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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 manufacturing and installing security screens and grilles
- Organisational and site standards, requirements, policies and procedures for manufacturing and installing security screens and grilles
- Environmental protection requirements relating to the disposal of waste material
- Established communication channels and protocols
- Relevant problem identification and resolution
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Characteristics of steel and aluminium products and defects
- Procedures for the recording, reporting and maintenance of workplace records and information


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# 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 rectifying faults in the manufacturing and/or installing security screens and grilles.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSS2003 Undertake surface preparation

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers preparing surfaces, by hand or machine, for protective coatings, under-coatings and finishes using solvents.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Security Screens and Grilles

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Establish work requirements | 1.1 | Applicable work health and safety (WHS), legislative and organisational requirements relevant to surface preparation are verified and complied with |
| | | 1.2 | Instructions, plans and/or work instructions are read and interpreted to identify processes and materials to complete work tasks |
| | | 1.3 | Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition |
| | | 1.4 | Where required, appropriate solvent and application method is selected to meet job specification |
| 2 | Prepare worksite | 2.1 | Worksite is prepared in accordance with surface cleaning |


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| | and set up equipment | | activity |
| | | 2.2 | Appropriate equipment and any required consumables are assembled, set up and prepared in accordance with manufacturer specifications and organisational procedures |
| | | 2.3 | Hazards are recognised and steps adopted to ensure safety |
| 3 | Prepare surfaces using solvents as required | 3.1 | Surfaces are prepared for procedures |
| | | 3.2 | Safe working environment for solvent use is established according to regulatory requirements and organisational procedures |
| | | 3.3 | Solvents are applied |
| | | 3.4 | Treated surface is neutralised and made safe to handle |
| | | 3.5 | The area is made safe in accordance with organisational procedures |
| 4 | Prepare surfaces using mechanical means | 4.1 | Safe working environment for mechanical surface preparation is established according to regulatory requirements and organisational procedures |
| | | 4.2 | Surfaces are prepared to specifications using mechanical means |
| | | 4.3 | Adjustments are made, as required, to meet specifications |
| | | 4.4 | Surface preparation faults are rectified as necessary |
| | | 4.5 | Equipment used is cleaned and checked for damage and operational faults in accordance with organisational procedures |
| 5 | Ensure surfaces are adequately prepared and clean up | 5.1 | Surface preparation is assessed for cleanliness and conformance with specification |
| | | 5.2 | Any faults in the surface preparation are identified and action taken to remedy them in accordance with procedures |
| | | 5.3 | Problems are reported to a designated person |
| | | 5.4 | Records and documentation are completed in accordance with organisational procedures |


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5.5 Work area is restored and waste disposed of in accordance with organisational procedures

## 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

**Surface preparation includes:**

- the preparation of product material for finish coating, either powder coating or other paint type surface, through solvent or mechanical means
- mechanical means include steel brush, file, and so on

**Tools and equipment include:**

- files
- hand rasps
- hand finishing tools
- power tools
- jigs
- power sanders

**Materials include:**

- metal
- aluminium
- composite materials


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| | |
|---|---|
| **Hazards include:** | • acids<br>• hydrocarbons and other solvents as both liquid or vapour<br>• moving equipment and machinery<br>• manual handling hazards |
| **Solvents include:** | • acids<br>• hydrocarbons |
| **Application of solvents includes:** | • brush<br>• spraying<br>• wiping<br>• dipping in a solvent bath |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulation and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment and personal protective equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFSS2004A Undertake surface preparation.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFSS2003 Undertake surface preparation

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Prepare a minimum of two (2) surfaces for powder coating or other finish without the need for further preparation
- Complete work area housekeeping activities, including clean up, effectively and in accordance with organisational procedures
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Organisational and site standards, requirements, policies and procedures for the preparation of surfaces for coating
- Environmental protection requirements relating to the disposal of waste material
- Established communication channels and protocols
- Relevant problem identification and resolution
- Common surface contaminants
- Treatment for different substrates
- Types of tools and equipment and procedures for their safe use, operation and maintenance
- Safe handling of hazardous materials
- Storage systems and labelling


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- Procedures for the recording, reporting and maintenance of workplace records and information

## 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 for surface preparation.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFUP1001 Complete a basic upholstery project

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers preparing, fitting and finishing a basic upholstery product.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Upholstery

## 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 instructions are used to determine job requirements, including design variations, tolerances, process, materials, finish and quantity |
| | 1.2 Work sequence is planned |
| | 1.3 Procedures are determined for checking quality at each stage of the process |
| | 1.4 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.5 Suitable work area is selected for the task |
| | 1.6 Preparatory drawings/templates for tasks are confirmed |


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|---|---|---|---|
| | | 1.7 | Materials are selected following work instructions |
| | | 1.8 | Tools and equipment suitable for the work are selected and checked for safe and effective operation |
| 2 | Fit and finish product | 2.1 | Material is prepared and set out according to work instructions and components are marked according to workplace procedures |
| | | 2.2 | Tools and equipment are used in accordance with safety requirements and manufacturer specifications |
| | | 2.3 | Components are prepared, including any specified shapes, angles or curves, and checked against set-out and job requirements |
| | | 2.4 | Components are fitted to job requirements |
| | | 2.5 | Assembly process is undertaken according to workplace procedures |
| | | 2.6 | Product is checked for compliance with specifications |
| | | 2.7 | Product is finished in accordance with work instructions |
| 3 | Finalise operation and maintain equipment | 3.1 | Work area is cleaned and hand and/or power tools and equipment are cleaned, maintained and stored in accordance with workplace procedures |
| | | 3.2 | Unused materials are collected and stored for re-use |
| | | 3.3 | Waste and scrap materials are disposed of/recycled following workplace procedures |

# 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


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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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work involves reading and interpreting plans, developing templates, using hand and power tools, operating basic machinery, applying quality requirements, and applying product finishing techniques and materials, and is conducted under supervision and guidance |
| **Basic upholstery products include:** | • foot stool<br>• headboard<br>• seat top for chairs<br>• padded blanket box<br>• pin cushion top box<br>• pin board |
| **Tools and equipment include:** | • measuring tapes or rulers<br>• hammers<br>• mallets<br>• squares<br>• hand saws<br>• cordless drills/screwdrivers<br>• fixing and joining devices<br>• clamps<br>• pincers<br>• staple gun<br>• foam cutters<br>• scissors<br>• regulator<br>• glue gun |
| **Materials to be used include:** | • timber<br>• metal<br>• plastics<br>• fabric<br>• webbing<br>• plastic edging<br>• foam |


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| | |
|---|---|
| | • calico<br>• hessian<br>• glues<br>• screws<br>• nails and staples |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFUP1001B Complete a basic upholstery project.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFUP1001 Complete a basic upholstery project

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Adapt or vary upholstery product designs
- Prepare, fit and finish at least one (1) basic upholstery product which:
  - requires the fitting of fabric/leather cover to a base
  - requires assembly and attachment of appropriate trim/fittings
  - requires the use of furniture upholstery hand and power tools
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Interpretation of plan representation of product design
- Preparation of drawings/templates
- Work flow in relation to upholstery projects
- Identification of upholstery hand and/or power tools, materials, equipment, processes and procedures

## Assessment Conditions

- Assessors must:


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  - 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 in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to plans, hand and/or power/pneumatic tools, equipment, materials and a specified outcome.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFUP2001 Use upholstery sector hand and power tools

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers using hand and power tools in applications relating to the upholstery sector of the furnishing industry.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Upholstery

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Identify hand and power tools | 1.1 | Types of hand and power tools and their functions are identified |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Sources of, and access to, power supply are recognised |
| 2 | Select and use hand tools | 2.1 | Hand tools selected are consistent with needs of the job |
| | | 2.2 | Selected hand tools are checked for serviceability and safety and any faults reported to supervisor in accordance with enterprise procedures |


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|---|---|---|---|
| | | 2.3 | Equipment is selected to hold or support material for hand tools application where applicable |
| | | 2.4 | Material is located and held in position for hand tool application |
| | | 2.5 | Hand tools are safely and effectively used according to their intended use |
| | | 2.6 | Hand tools are safely located when not in immediate use |
| 3 | Select and use power tools | 3.1 | Power tools are selected consistent with needs of the job in accordance with conventional work practice |
| | | 3.2 | Power tools are visually checked for serviceability/safety in accordance with WHS requirements and any faults reported to supervisor in accordance with enterprise procedures |
| | | 3.3 | Equipment is selected to hold or support materials for power tool application as applicable |
| | | 3.4 | Material is located and held in position for power tool application as applicable |
| | | 3.5 | Power tools are safely and effectively used in application processes |
| | | 3.6 | Power tools are switched off and positioned safely when not in use |
| 4 | Clean up work area and tools | 4.1 | All tools are cleaned, maintained and stored |
| | | 4.2 | Equipment is cleaned, maintained and stored |
| | | 4.3 | Documentation is completed in accordance with enterprise procedures |

# 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.


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate skill, accuracy and dexterity in the application of tools to work tasks

**Hand tools for furniture upholstery include:**

- shears/scissors
- tape measure
- rulers
- staple remover
- pincers
- side cutters
- pliers
- hammer
- screwdrivers and magnetic tack hammer
- button press and cutters
- knife (retractable blade)
- needles (bag)
- buttoning
- regulator
- drills
- web strainer
- ripping chisel
- web pliers
- bolt cutters
- rotating hole punch
- saws
- hand planes
- files and rasps
- sockets
- adjustable spanners
- vices


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- clamps
- wood chisels
- nail punch
- wire bender
- seam stretcher
- pipe/tube bender
- stud press
- pop rivet gun
- no-sag spring benders (for shapes and ends)
- hand ventilation setter
- foam slicer
- white rubber mallet
- no-sag guillotine
- soft tipped mallet
- stuffing iron tack remover
- cross pane hammer and tin snips

**Power and pneumatic tools include:**

- spray adhesive system
- staple gun
- drills and screwdrivers
- fabric cutter
- nail gun
- hot melt glue gun
- buttoning machine
- circular saw
- drop saw
- band saw
- silicone cartridge gun
- drill press
- grinder
- hot knife
- electric iron
- lacquer spray gun
- knife fabric cutters (circular and straight)
- electric/pneumatic foam cutter
- planers and sanders

**Fault reporting includes:**

- verbal or written reporting in conformance with workplace procedures

**Personal protective equipment includes:**

- that prescribed under legislation, regulations and enterprise policies and practices

**Information and procedures include:**

- workplace procedures relating to the use of tools and equipment


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- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

## Unit Mapping Information

Supersedes and is equivalent to LMFUP2001B Use upholstery sector hand and power tools.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFUP2001 Use upholstery sector hand and power tools

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Identify each of the upholstery sector hand and power tools in the Range of Conditions and indicate their applications and limitations
- Effectively and safely use the tools in their appropriate role in the workplace environment and maintain and safely store them
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Types, characteristics, uses, limitations and maintenance requirements of hand tools commonly used in furniture upholstery production
- Types, characteristics, uses, limitations and maintenance requirements of power tools commonly used in furniture upholstery production
- Workplace safety requirements and WHS legislation
- Work flow within the workplace

## Assessment Conditions

- Assessors must:


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  - 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 furniture upholstery sector hand and power tools and materials.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFUP2002 Fit upholstery components

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers fitting upholstery components ready to assemble upholstered furniture.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Upholstery

## Elements and Performance Criteria

| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
|---|---|
| 1 Prepare for component application | 1.1 Work instructions are used determine job requirements including design variations, tolerances, process, materials, finish and quality |
| | 1.2 Components to be fitted are identified |
| | 1.3 Fitting sequence is determined |
| | 1.4 Procedures are determined for checking the quality at each stage of the process |
| | 1.5 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.6 Fixing devices are selected in accordance with work |


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| | | | instructions and the type of materials to be used |
| | | 1.7 | Suitable work area is selected for the task |
| | | 1.8 | Components, materials, fittings and attachments are collected |
| | | 1.9 | Tools and equipment suitable to the applicable fitting methods are selected and checked for safe operation |
| 2 | Fit components | 2.1 | Components are laid out and attached using appropriate fastenings |
| | | 2.1 | Hand and power tools and equipment are used, as required |
| | | 2.3 | Attached components are checked for compliance with specifications |
| | | 2.4 | Products which do not meet quality specifications are repaired or tagged for further processing or recycling/disposal in accordance with workplace practices |
| | | 2.5 | Finished products are organised and stored in holding area to enterprise requirements |
| 3 | Complete work | 3.1 | Faulty and/or defective equipment is tagged and reported in accordance with workplace procedures |
| | | 3.2 | Waste and scrap are removed in accordance with workplace procedures |
| | | 3.3 | Tools and equipment used are cleaned, inspected for serviceable condition and stored appropriately in accordance with workplace procedures |
| | | 3.4 | Equipment is maintained and work area cleaned in accordance with workplace procedures |

# 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.


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements

**Upholstery components include:**

- actions
- arms
- seats
- backs
- legs
- facings
- prefabricated polished timber components
- metal components
- plinths
- glides
- ceramic and plastic fittings

**Tools and equipment include:**

- measuring tapes or rulers
- staple gun
- air driver
- air drill and accessories
- scissors and mallets
- air wrench
- nail gun
- clip gun
- tack hammer
- ripping chisels and staple removers

**Materials include:**

- finished upholstery components
- frames
- glues
- screws
- nails and staples and other fixing devices

**Component checking**

- alignment and squareness
- correct fastening


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|---|---|
| **includes:** | • materials and attachment according to work instruction<br>• conformity to work instructions and quality requirements |
| **Storage area organisation includes:** | • ensuring that there is no obstruction to traffic<br>• products are not damaged in storage<br>• incompatible items are not stored together<br>• products are arranged to match the sequence of work |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices:<br>  • safety glasses/goggles<br>  • hair nets<br>  • ear muffs/plugs<br>  • gloves<br>  • footwear<br>  • protective clothing |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFUP2002B Fit upholstery components.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFUP2002 Fit upholstery components

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Fit upholstery components for a minimum of three (3) different items of upholstered furniture requiring assembly
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Interpretation of plan representation for upholstered furniture items
- Identification of hand and/or power tools, materials, components, equipment, processes and procedures
- Work flow in relation to the assembly of upholstered furniture
- Workplace procedures for problem and quality reporting

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 work instruction/job sheets, hand and/or power tools, equipment, materials and basic machinery.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFUP2003 Apply contemporary foundations to upholstered furniture

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers applying contemporary upholstery foundations to upholstered furniture.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Upholstery

## 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 order or instructions are used to confirm type of contemporary furniture foundations to be applied |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Attaching methods are identified and fitting sequence is determined |
| | | 1.4 | Suitable work area is selected and prepared |
| | | 1.5 | Tools and hardware for the application of the foundation are selected and checked for safe operation |


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|---|---|---|---|
| | | 1.6 | Contemporary foundation components are selected, as required |
| 2 | Attach contemporary foundation | 2.1 | Mounting points are measured and marked on the frame, as required |
| | | 2.2 | Contemporary foundation is positioned and appropriate fasteners are used to secure it to the item |
| | | 2.3 | The applied foundation is inspected for fit, finish and quality with those requiring reworking/refitting being tagged for further reprocessing or recycling/disposal in accordance with workplace practices |
| | | 2.4 | Process is monitored and conditions which may affect quality standards are noted |
| | | 2.5 | Variations to normal activities are reported in accordance with workplace procedures |
| | | 2.6 | Authorised changes in standard operating procedures and work order or instructions are implemented |
| 3 | Complete work | 3.1 | Workplace documentation, including stock usage, is completed in accordance with workplace procedures |
| | | 3.2 | Faulty and/or defective equipment is tagged and reported in accordance with workplace procedures |
| | | 3.3 | Waste and scrap are removed in accordance with workplace procedures |
| | | 3.4 | Tools and equipment used are cleaned, inspected for serviceable condition and stored in accordance with workplace procedures |
| | | 3.5 | Equipment is maintained and work area is cleaned in accordance with workplace procedures |

# 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.


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements

**Contemporary foundations include:**

- elastic webbing
- nylon webbing
- no-sag springs
- conical springs
- pulma flex
- plastic and styrene edging
- foam and polyester fibre

**Tools and equipment include:**

- scissors
- upholstery hammer
- nail gun
- staple gun
- pincers
- long-nose pliers and tape measures

**Materials include:**

- elastic webbing
- nylon webbing
- coil springs
- spiral springs
- no-sag springs
- pulma flex
- plastic and styrene edging
- foam
- hessian and polyester fibre

**Personal protective equipment includes:**

- that prescribed under legislation, regulations and enterprise policies and practices:
  - safety glasses/goggle
  - hair nets
  - ear muffs/plugs


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| | |
|---|---|
| | • gloves<br>• footwear and protective clothing |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFUP2003B Apply contemporary foundations to upholstered furniture.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFUP2003 Apply contemporary foundations to upholstered furniture

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Use contemporary foundation items to assemble contemporary foundations for a minimum of three (3) items of furniture, one (1) being a chair, requiring seat, back and arms
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Work flow in relation to furniture production
- Features of range of contemporary foundation types and fittings
- Materials used in the application of contemporary foundations
- Identification of equipment, processes and procedures

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors



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  - 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 furniture frames and contemporary fittings, tools and equipment, work order and procedures.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFUP2004 Machine sew basic upholstery final cover materials

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers sewing upholstery final cover materials using simple sewing machines and techniques.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Upholstery

## 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 Job requirements are identified from work instructions |
| | | 1.2 Work health and safety (WHS) requirements, including personal protection needs, are observed |
| | | 1.3 Machines, materials, work method and sequence are determined |
| | | 1.4 Equipment, including any supplementary equipment, is identified and checked for safe operation, components and controls |
| | | 1.5 Materials are identified and inspected and problems, including any materials or part constructed products which do not meet the job order requirements, are identified and reported in accordance with workplace |


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| | | | |
|---|---|---|---|
| | | | procedures |
| | | 1.6 | Work pieces are laid out in sequence in accordance with specifications and workplace procedures |
| 2 | Control sewing operation | 2.1 | Sewing machine, including attachments, is set up and adjusted for the work requirements |
| | | 2.2 | Machine is operated to maintain required product quality and outputs |
| | | 2.3 | Finished products are checked for required quality, repaired, and moved to the next process |
| 3 | Complete work | 3.1 | Completed work is directed to the next operation in accordance with workplace procedures |
| | | 3.2 | Documentation, including production and/or stock records and/or packing slips, are completed in accordance with workplace procedures |
| | | 3.3 | Material which is able to be re-used is collected and stored, and waste and scrap are removed in accordance with workplace procedures |
| | | 3.4 | Equipment is maintained and work area is cleaned following workplace procedures |

# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and


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| | |
|---|---|
| | dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate discretion, judgement and problem solving |
| **Basic sewing includes:** | • operating and adjusting a simple sewing machine (straight and walking foot sewing machines) to join two or more pieces of upholstery fabric together |
| **Job requirements include:** | • materials<br>• threads<br>• additional work features<br>• shape and any special requirements for the item<br>• and any required workplace documentation to be competed |
| **Machines include:** | • flat bed<br>• walking foot<br>• overlocker |
| **Sewing machine set-up and adjustments include:** | • threading machine and winding bobbin<br>• setting required tensions<br>• selecting required machine settings<br>• lubricating and adjusting the machine<br>• testing operations for work order requirements |
| **Materials include:** | • fabrics<br>• vinyl and canvas |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices:<br>  • safety glasses/goggle<br>  • hair nets<br>  • ear muffs/plugs<br>  • gloves<br>  • footwear and protective clothing |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |


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# Unit Mapping Information

Supersedes and is equivalent to LMFUP2004B Machine sew upholstery final cover materials (basic).

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFUP2004 Machine sew basic upholstery final cover materials

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- As a minimum:
  - join final cover materials for fitting to two (2) items of upholstered furniture
  - sew piping for an item of upholstered furniture
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Procedure for reporting damaged or imperfect products or interruption to work flow
- Work flow requirements for sewing process
- Operation of work systems and sewing equipment
- Characteristics of materials used and finished products
- Causes of faults and repair methods
- Identification of equipment, processes and procedures
- Quality systems and standards
- Workplace procedures

## Assessment Conditions

- Assessors must:


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  - 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 appropriate sewing machines, work orders, operating procedures, materials and threads.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFUP2005 Develop cutting plan and cut single layer upholstery fabric

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers developing a cutting plan, measuring out and cutting single layer upholstery fabrics.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Upholstery

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Develop cutting plan | 1.1 | Required fabrics, number of items to be cut and required equipment are identified |
| | | 1.2 | Fabric sizes to be cut are identified from work order plus any required allowances |
| | | 1.3 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.4 | Suitable work area is selected, prepared and cleaned of any contaminants |
| | | 1.5 | Work sequence is planned |


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|---|---|---|---|
| 2 | Prepare materials for cutting | 2.1 | Suitable scissors, cutting machines, knives and/or blades are selected and checked prior to use for appropriate sharpness, set, operation and safe condition |
| | | 2.2 | Fabrics are selected in accordance with work order and laid out smooth and square |
| | | 2.3 | Fabrics are inspected for flaws and appropriate finish |
| | | 2.4 | Nap/pile direction, pattern matches and face of the materials are identified |
| | | 2.5 | Tools and equipment are checked for operation |
| | | 2.6 | Fabric is measured and marked, including registration points, in accordance with workplace practices |
| | | 2.7 | Cutting plan is developed in accordance with workplace procedures |
| 3 | Cut fabric | 3.1 | Fabric is cut in accordance with manufacturer instructions and/or workplace procedures |
| | | 3.2 | Problems are notified following workplace procedures |
| | | 3.3 | Cut item is inspected against work requirement with unsatisfactory items being reprocessed in accordance with workplace procedures |
| 4 | Complete work | 4.1 | Cutting is completed with cut out materials top edge marked, wrapped, identified/labelled, handled and stored as required by workplace procedures |
| | | 4.2 | Workplace required documentation is completed in accordance with workplace procedures |
| | | 4.3 | Unused fabric and waste are collected for recycling/re-use in accordance with workplace procedures |
| | | 4.4 | Tools and equipment are maintained and work area is cleaned in accordance with workplace procedures |


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements

**Upholstery fabrics include:**

- plain or patterned fabrics:
  - velour
  - velvet
  - tapestry
  - damask
  - linen
  - cotton

**Tools and equipment include:**

- cutting equipment, including scissors, cutting machines, knives and/or blades
- hot knife (for acrylics)
- measuring and calculating equipment, including tapes, rulers and calculators
- computers and cutting table

**Personal protective equipment includes:**

- that prescribed under legislation, regulations and enterprise policies and practices:
  - safety glasses/goggle
  - hair nets
  - ear muffs/plugs
  - gloves
  - footwear and protective clothing


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| | |
|---|---|
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFUP2005B Develop cutting plan and cut single layer upholstery fabric.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFUP2005 Develop cutting plan and cut single layer upholstery fabric

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Develop cutting plan, measure accurately, mark out and cut upholstery fabric quantities, minimising waste and producing consistent quality items for at least five (5) different types of material or products (at least one (1) of which should be patterned)
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Work requirements, including workplace standards
- Work flow in relation to planning and cutting upholstery fabric
- Fabric types, common faults and inspection procedures
- Design features of the finished items in relation to attractive use of fabric patterns

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 work orders, fabrics, tape measure, cutting table, cutting machines, cutting knives, and blades and scissors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFUP2006 Dismantle and re-assemble furniture for upholstering

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers dismantling and re-assembling furniture and/or fittings for the purposes of fitting and/or refurbishing upholstery.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Upholstery

## 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 | Item to be dismantled is inspected and components identified |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Work required, including the process/order for dismantling according to the workplace procedures, is identified |
| | | 1.4 | Tools and equipment are selected and checked for safe and effective operation for the task |
| 2 | Dismantle furniture | 2.1 | Items to be dismantled are identified |


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| | | | |
|---|---|---|---|
| | | 2.2 | Items are dismantled to the extent required in the work instructions using appropriate tools and procedures |
| | | 2.3 | Any previous upholstery is noted for wear, condition and application techniques |
| | | 2.4 | Fasteners and attachments are removed and stored |
| | | 2.5 | Component parts are separated, tagged and stored following workplace procedures |
| | | 2.6 | Component parts are despatched to the next process according to workplace procedures |
| 3 | Re-assemble furniture | 3.1 | Items to be re-assembled are identified |
| | | 3.2 | Items are re-assembled to the extent required in the work instructions using appropriate tools and procedures |
| | | 3.3 | Upholstered components are noted for the security and condition of the upholstered fittings |
| | | 3.4 | Fasteners and attachments are selected and used according to workplace procedures |
| | | 3.5 | Assembled piece is despatched to the next process according to workplace procedures |
| 4 | Complete work | 4.1 | Equipment used is cleaned, inspected for serviceable condition and stored in accordance with workplace procedures |
| | | 4.2 | Equipment faults are identified, tagged and reported to appropriate personnel |
| | | 4.3 | Work area is cleaned and returned to operational condition |

# 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.


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

**Furniture and/or furnishings include:**

- chairs
- sofas
- settees
- footstools
- beds and their components

**Tools and equipment include:**

- measuring tapes or rulers
- hammers
- rubber mallet
- pincers
- screwdrivers
- shifting spanner
- spanners
- socket set
- hacksaw and blades
- clamps
- timber wedges
- wood chisels
- dowel drill
- long-nose pliers
- floor board lifter
- bricklayer's bolster
- power drill/screwdriver
- air compressor and hoses

**Materials include:**

- timber
- manufactured board
- veneer


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| | |
|---|---|
| | • brass<br>• adhesive<br>• laminate<br>• perspex<br>• upholstered fittings and foundations |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices:<br>  • safety glasses/goggle<br>  • hair nets<br>  • ear muffs/plugs<br>  • gloves<br>  • footwear and protective clothing |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFUP2006B Dismantle/reassemble furniture for upholstering.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFUP2006 Dismantle and re-assemble furniture for upholstering

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Dismantle and re-assemble at least four (4) different items, including one (1) armchair and one (1) sofa
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Types and characteristics of materials used in furniture/furnishings construction
- Construction techniques and processes
- Upholstery materials and processes
- Identification of equipment, processes and procedures
- Work flow in relation to dismantling and re-assembling furniture

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 upholstered furniture for dismantling/re-assembling, work instructions and tools.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFUP3001 Apply traditional foundations to upholstered furniture

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers applying traditional upholstery foundations to upholstered furniture.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Upholstery

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Plan operation | 1.1 | Work order or instructions are used to confirm type of traditional furniture foundations to be applied |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Attaching methods are identified and fitting sequence is determined |
| | | 1.4 | Suitable work area is selected and prepared |
| | | 1.5 | Tools and hardware for the application of the foundation are selected and checked for safe operation |


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| | | | |
|---|---|---|---|
| | | 1.6 | Traditional foundation components are selected as required |
| 2 | Prepare and attach traditional foundation | 2.1 | Mounting points are measured and marked on the frame, as required |
| | | 2.2 | Traditional foundation is positioned and appropriate fasteners are used to secure it to the item |
| | | 2.3 | Appropriate fasteners are used to secure the traditional foundation, as required |
| | | 2.4 | The applied foundation is inspected for fit, finish and quality with those requiring reworking/refitting being tagged for further reprocessing or recycling/disposal in accordance with workplace practices |
| | | 2.5 | Process is monitored and conditions which may affect quality standards are noted |
| | | 2.6 | Variations to normal activities are reported in accordance workplace procedures |
| | | 2.7 | Authorised changes in standard operating procedures and work order or instructions are implemented |
| 3 | Complete work | 3.1 | Workplace documentation, including stock usage, is completed in accordance with workplace procedures |
| | | 3.2 | Faulty and/or defective equipment is tagged and reported in accordance with workplace procedures |
| | | 3.3 | Waste and scrap are removed in accordance with workplace procedures |
| | | 3.4 | Tools and equipment used are cleaned, inspected for serviceable condition and stored appropriately in accordance with workplace procedures |
| | | 3.5 | Equipment is maintained and work area is cleaned in accordance with workplace procedures |


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

**Tools and equipment include:**

- tape measure
- web strainer
- scissors
- upholstery hammer
- tack lifter
- staple gun
- pincers
- long-nose pliers

**Materials include:**

- webbing
- coil springs
- flock
- wadding
- coconut fibre
- bridle
- bridle ties
- solid timber base
- padded frames
- hard edge
- hessian


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| | |
|---|---|
| | • calico<br>• lacing twine<br>• mattress twine |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices:<br>  • safety glasses/goggle<br>  • hair nets<br>  • ear muffs/plugs<br>  • gloves<br>  • footwear and protective clothing |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFUP3001B Apply traditional foundations to upholstered furniture.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFUP3001 Apply traditional foundations to upholstered furniture

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Interlace and turn back jute webbing, tie off and lace up coil springs, fit hessian bridles (loose and/or deep), coconut fibre, wadding and a stitched edge (one blind, one top) in a minimum of two (2) items of traditional upholstered furniture
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Work flow in relation to furniture production and refurbishment
- Features of range of traditional foundation types and fittings
- Materials and techniques used in the application of traditional foundations to upholstered furniture
- Materials used in the application of traditional foundations
- Identification of equipment, processes and procedures required for the application of traditional foundations to upholstered furniture

## Assessment Conditions

- Assessors must:



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  - 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 furniture frames and traditional fittings, such as webbing stock, coil springs, padding materials, and a work order.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFUP3002 Fit and apply final cover materials to furniture using basic techniques

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers fitting and applying plain and patterned materials as the final covering to upholstered furniture using basic techniques.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Upholstery

## 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 Specifications concerning design, fabrics, accessories and finish are confirmed with designer/customer/client, as required |
| | 1.2 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.3 Materials, work method and sequence are determined |
| | 1.4 Suitable work area is selected, prepared and cleaned of any contaminants |
| | 1.5 Appropriate equipment and tools are selected and checked for safe operation |


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|---|---|---|---|
| | | 1.6 | Furniture frames/foundations are checked for quality of construction, contaminants and appropriateness to specifications, and modified and/or repaired in accordance with workplace procedures |
| | | 1.7 | Material panels are checked in terms of quantity, quality, contaminants, size, pattern and consistency |
| | | 1.8 | Trims are selected and checked in terms of quantity, quality, contaminants, size, pattern and consistency |
| 2 | Fit and apply fabric | 2.1 | Work pieces are laid out in sequence according to specifications, construction process and workplace procedures |
| | | 2.2 | Materials are applied to furniture in accordance with enterprise and industry standards |
| | | 2.3 | Material is secured to the foundation, using appropriate fixing processes |
| | | 2.4 | Finish of applied material is checked against quality standards |
| 3 | Fit and apply fabric and trim | 3.1 | Trims are applied consistent with specifications and workplace procedures |
| | | 3.2 | Trims are checked against quality standards and reprocessed, if required, in accordance with workplace procedures |
| | | 3.3 | Final adjustments are made to ensure finish meets required quality standards |
| 4 | Complete work | 4.1 | Finished product is packaged, protected and stored, as required, consistent with workplace procedures |
| | | 4.2 | Workplace documentation is completed in accordance with procedures |
| | | 4.3 | Waste and scrap are collected for disposal/recycling in accordance with workplace procedures |
| | | 4.4 | Tools and equipment used are cleaned, inspected for serviceability and stored in accordance with workplace procedures |
| | | 4.5 | Equipment is maintained and work area is cleaned in accordance with workplace procedures |


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

**Final cover materials include:**

- plain and patterned fabrics
- vinyl and velvet

**Tools and equipment include:**

- sewing machine
- needles
- scissors
- staple gun
- hammer
- tack hammer and glue gun

**Other materials include:**

- piping
- double piping
- cords
- gimp
- glues
- staples
- buttons
- tacks


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| | |
|---|---|
| | • tingles and antique nails |
| **Material application requirements include:** | • ensuring that patterns, naps/pile, sheens, direction of pattern, pattern repeat and finished side of the materials are positioned appropriate to the design<br>• the smooth and consistent finish of the material over the furniture foundation<br>• weaving lines are straight and square to each other |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices:<br>  • safety glasses/goggle<br>  • hair nets<br>  • ear muffs/plugs<br>  • gloves<br>  • footwear and protective clothing |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures<br>• customer requirements |

# Unit Mapping Information

Supersedes and is equivalent to LMFUP3002B Fit and apply final cover materials to furniture using basic techniques.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFUP3002 Fit and apply final cover materials to furniture using basic techniques

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Fit and apply a patterned fabric cover to a drop-in seat
- Fit and apply a cover in a plain material other than fabric for a seat, back and arms of a chair
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Work requirements, including workplace standards
- Work flow in relation to applying final material covers to furniture
- Material types and characteristics, common faults and inspection procedures
- Types of basic techniques and their application
- Design features of the finished furnishing items

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 cover materials, trims, furniture frames and foundations, fixing materials and tools, and a work order.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFUP3003 Fit and apply final cover materials to furniture using decorative techniques

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers fitting and applying materials as the final covering to upholstered furniture using decorative techniques.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Upholstery

## 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 Specifications concerning design, fabrics, accessories and finish are confirmed with designer/customer/client, as required |
| | 1.2 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.3 Materials, work method and sequence are determined |
| | 1.4 Suitable work area is selected, prepared and cleaned of any contaminants |
| | 1.5 Appropriate equipment and tools are selected and checked for safe operation |


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| | | | |
|---|---|---|---|
| | | 1.6 | Furniture frames/foundations are checked for quality of construction, contaminants and appropriateness to specifications, and modified and/or repaired in accordance with workplace procedures |
| | | 1.7 | Material panels are checked in terms of quantity, quality, contaminants, size, pattern and consistency |
| | | 1.8 | Trims are selected and checked to in terms of quantity, quality, contaminants, size, pattern and consistency |
| 2 | Fit and apply material | 2.1 | Work pieces are laid out in sequence according to specifications, construction process and workplace procedures |
| | | 2.2 | Fabrics are applied to furniture in accordance with enterprise and industry standards |
| | | 2.3 | Decorative features are applied to the materials, as required |
| | | 2.4 | Material is secured to the foundation using appropriate fixing processes |
| | | 2.5 | Finish of applied material is checked against quality standards |
| 3 | Fit and apply trim and decorative features | 3.1 | Trims and decorative finishes are applied consistent with specifications and workplace procedures |
| | | 3.2 | Trims and decorative finishes are checked against quality standards and modified and/or repaired, as required |
| | | 3.3 | Final adjustment are made, as required, to ensure finish meets required quality standards |
| 4 | Complete work | 4.1 | Finished product is packaged, protected and stored in accordance with workplace procedures |
| | | 4.2 | Workplace documentation is completed in accordance with procedures |
| | | 4.3 | Waste and scrap are collected for disposal/recycling in accordance with workplace procedures |
| | | 4.4 | Tools and equipment used are cleaned, inspected for serviceability and stored in accordance with workplace procedures |


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4.5 Equipment is maintained and work area is cleaned in accordance with workplace procedures

# 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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Final cover materials include:** | • plain and patterned fabrics<br>• vinyl and velvet |
| **Decorative techniques include:** | • pleating<br>• fluting<br>• stab and deep buttoning (bun<br>• diamond and elongated) |
| **Tools and equipment include:** | • sewing machine<br>• scissors<br>• staple gun<br>• hammer<br>• tack hammer<br>• glue gun<br>• regulator |


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| | |
|---|---|
| **Sewing machines include:** | • buttoning needles and spring wire bender<br>• overlocking machine<br>• twin needle machine |
| **Other materials include:** | • piping<br>• cords<br>• buttons<br>• pleats<br>• glues<br>• staples<br>• buttons<br>• tacks<br>• tingles<br>• antique nails |
| **Fabric application requirements include:** | • ensuring that patterns, naps, sheens, direction of pattern, pattern repeat and finished side of the materials are positioned appropriate to the design<br>• the smooth and consistent finish of the fabric over the furniture foundation<br>• weaving lines are straight and square to each other |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices:<br>  • safety glasses/goggle<br>  • hair nets<br>  • ear muffs/plugs<br>  • gloves<br>  • footwear and protective clothing |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures<br>• customer/client requirements |

# Unit Mapping Information

Supersedes and is equivalent to LMFUP3003B Fit and apply final cover materials to furniture using decorative techniques.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFUP3003 Fit and apply final cover materials to furniture using decorative techniques

## Modification History

Release 1 - New unit of comeptency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- As a minimum, fit and apply a final material cover for:
  - a bedhead using diamond buttoning
  - a chair using other decorative finishes
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Work requirements, including workplace standards
- Work flow in relation to applying final material covers to upholstered furniture using decorative techniques
- Cover material types and characteristics, common faults and inspection procedures
- Types of decorative techniques and their application
- Design features of the finished furnishing items

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 relevant process equipment and materials.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFUP3004 Lay out patterns and cut leather

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers selecting leather hides, laying out patterns and cutting out leather by hand to the required shape or pattern.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Upholstery

## 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 | Specifications, patterns and/or plans are read and interpreted to identify required colour and quality of materials, number of items to be cut and tools and equipment required |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Suitable work area is selected, prepared and cleaned of any contaminants |
| | | 1.4 | Pattern pieces are identified to match shapes to final wear characteristics of the furnishing component |
| | | 1.5 | Suitable scissors and/or blades are selected for the leather |


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| | | | to be cut |
| | | 1.6 | Scissors and any other tools and equipment are checked prior to use for appropriate sharpness, operation and safe condition |
| | | 1.7 | Hide is selected, spread out and inspected to identify flaws and harder and softer wearing parts |
| | | 1.8 | Direction of natural markings and finished side of the leather are identified |
| 2 | Lay out pattern | 2.1 | Patterns are laid out following workplace procedures and instructions using low wear parts of the hide on the less heavily used furniture components |
| | | 2.2 | Patterns are laid out to maximise use of the hide for the furniture design |
| | | 2.3 | Any registration points on the pattern and other instructions to match required pattern components are marked |
| | | 2.4 | Any required measurements are made and appropriate adjustments made |
| 3 | Cut leather | 3.1 | Required cutting operations are completed with cut-out leather components identified in accordance with work instructions and procedures |
| | | 3.2 | Cut work is inspected, any faults identified and appropriate action taken in accordance with workplace procedures to ensure cut pieces meet the required quality standards |
| | | 3.3 | The performance of the cutting equipment is regularly checked for signs of faulty operation, including evidence from the inspection of cut pieces |
| | | 3.4 | Where required, cut out components are wrapped using appropriate protective covers and care label information is attached |
| 4 | Complete work | 4.1 | Unused materials are stored as required |
| | | 4.2 | Cut components are folded, protected and despatched to next process following workplace procedures |
| | | 4.3 | Work area is cleaned and damaged tools tagged, as required |


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4.4 Waste is collected and bundled for recycling/reuse, as required

# 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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Leather hide characteristics/qualities include:** | • suitable thickness and quality (may be a full hide or partial)<br>• natural markings<br>• finished and unfinished sides<br>• high and low wear<br>• direction of markings<br>• flaws and blemishes<br>• colour variation between hides<br>• flexibility |
| **Tools and equipment include:** | • scissors<br>• cutting blades and electric shears |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices:<br>  • safety glasses/goggle |


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| | • hair nets<br>• ear muffs/plugs<br>• gloves<br>• footwear and protective clothing |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFUP3004B Lay out patterns and cut leather.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFUP3004 Lay out patterns and cut leather

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- As a minimum:
  - identify and select leather for a leather armchair
  - measure and cut selected leather to match patterns
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Work requirements, including workplace standards and inspection procedures
- Leather types, common faults, and wear capability of different parts of the hide
- Work flow in relation to cutting leather
- Design features of the finished furnishing items in relation to laying out the pattern and cutting the leather

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 appropriate scissors and cutting blades, leather, patterns and a work order.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFUP3005 Machine sew complex upholstery final cover materials

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers using specific sewing machine techniques, with attachments, as required, to sew upholstery final cover materials.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Upholstery

## 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 | Job requirements are identified from work instructions |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Machines, attachments, materials, work method and sequence are determined |
| | | 1.4 | Equipment, including any supplementary equipment, is identified and checked for safe operation, components and controls |
| | | 1.5 | Materials are identified and inspected and problems, including any materials or part-constructed products which |


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| | | | do not meet the job order requirements, are identified and reported in accordance with workplace procedures |
| | | 1.6 | Work pieces are laid out in sequence in accordance with specifications and workplace procedures |
| 2 | Conduct sewing operation | 2.1 | Sewing machine, including attachments, is set up and adjusted for the work requirements |
| | | 2.2 | Machine is operated to maintain required product quality and outputs |
| | | 2.3 | Finished products are checked for required quality, repaired and moved to the next process |
| 3 | Complete work | 3.1 | Completed work is directed to the next operation in accordance with workplace procedures |
| | | 3.2 | Documentation, including production and/or stock records and/or packing slips, are completed in accordance with workplace procedures |
| | | 3.3 | Material which is able to be re-used is collected and stored, and waste and scrap removed in accordance with workplace procedures |
| | | 3.4 | Equipment maintenance and work area clean-up are completed following workplace procedures |

# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes,


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| | |
|---|---|
| | material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Complex sewing includes:** | • the operation of industrial sewing machines to produce specialised products in the application of upholstery to furniture, and embraces a range of decorative methods and finishes<br>• specific and specialised techniques and products:<br>  • sewing twin needle decorative finishes, including single and double piping, blind hemming, balloon seam and gathering<br>  • sewing with specialised attachments, including gathering<br>  • sewing fasteners and attachments, including sewing of zips and velcro |
| **Job requirements include:** | • required materials<br>• threads<br>• additional work features<br>• shape and special requirements for the finished item<br>• any required workplace documentation to be competed |
| **Machines include:** | • flat bed<br>• walking foot<br>• overlocker<br>• post and/or flatbed twin needle |
| **Sewing machine set-up and adjustments include:** | • threading machine and winding bobbin<br>• setting required tensions<br>• selecting required machine settings<br>• lubricating and adjusting the machine<br>• testing operations for work order requirements |
| **Materials to be machined include:** | • fabrics<br>• vinyl<br>• canvas<br>• acrylics and leather |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices:<br>  • safety glasses/goggle<br>  • hair nets |


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- ear muffs/plugs
- gloves
- footwear and protective clothing

**Information and procedures include:**

- workplace procedures relating to the use of tools and equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer specifications and operational procedures

# Unit Mapping Information

Supersedes and is equivalent to LMFUP3005B Machine sew upholstery final cover materials (complex).

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFUP3005 Machine sew complex upholstery final cover materials

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- As a minimum, complete a double sided square stool top with double stitched quartering of different materials
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Procedure for reporting damaged or imperfect products or interruption to work flow
- Work flow requirements for sewing process
- Operation of work systems and sewing equipment
- Characteristics of materials used and finished products
- Causes of faults and repair methods
- Identification of equipment, processes and procedures
- Quality systems and standards
- Workplace procedures

## Assessment Conditions

- Assessors must:


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  - 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 appropriate sewing machines, work orders, operating procedures, materials and threads.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFUP3006 Fit and apply leather to furniture

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers the fitting and application of leather, pre-cut to pattern, to an upholstered item of furniture.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Upholstery

## 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 Specifications concerning design, leather coverings, accessories and finish are confirmed with designer/customer/client, as required |
| | | 1.2 Work health and safety (WHS) requirements, including personal protective needs, are observed throughout the work |
| | | 1.3 Materials, work method and sequence are determined |
| | | 1.4 Suitable work area is selected, prepared and cleaned of any contaminants |
| | | 1.5 Appropriate equipment and tools are selected and checked for safe operation |


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| | | 1.6 | Furniture frames/foundations are checked for quality of construction, contaminants and appropriateness to specifications, and modified and/or repaired in accordance with workplace practices |
| | | 1.7 | Leather panels are checked in terms of quantity, quality, grain, contaminants, size and wear stress |
| | | 1.8 | Trims are selected and checked in terms of quantity, quality, contaminants, size, pattern and consistency |
| 2 | Fit and apply leather | 2.1 | Work pieces are laid out in sequence according to specifications, construction process and workplace procedures |
| | | 2.2 | Leather pieces are applied to furniture ensuring that appropriate leather is fitted to high wear areas and a smooth and consistent finish of the leather over the furniture foundation |
| | | 2.3 | Decorative features, including pleats, are applied to the leather before fitting, as required |
| | | 2.4 | Leather is secured to the foundation using appropriate fixing processes |
| | | 2.5 | Finish of applied leather is checked against quality standards |
| 3 | Apply trim | 3.1 | Work pieces are laid out in sequence according to specifications and workplace procedures |
| | | 3.2 | Trims and decorative finishes are applied to the item consistent with specifications and workplace procedures |
| | | 3.3 | Trims and decorative finishes are checked against quality standards and modified and or repaired, as required |
| | | 3.4 | Final adjustments are made, as required, to ensure finish of completed item meets required quality standards |
| 4 | Complete work | 4.1 | Finished product is packaged, protected and stored in accordance with workplace procedures |
| | | 4.2 | Workplace documentation is completed in accordance with procedures |
| | | 4.3 | Waste and scrap are collected for disposal/recycling in accordance with workplace procedures |


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4.4 Tools and equipment used are cleaned, inspected for serviceability and stored in accordance with workplace procedures

4.5 Equipment is maintained and work area is cleaned in accordance with workplace procedures

## 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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Leather characteristics/qualities include:** | • natural markings<br>• finished and unfinished sides<br>• high and low wear<br>• direction of markings<br>• flaws and blemishes<br>• colour variation between hides<br>• flexibility |
| **Tools and equipment include:** | • scissors<br>• single or multi-needle flatbed sewing machine<br>• heat gun |


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| | • hammer<br>• staple gun<br>• skivering machine and hand sewing needles |
| **Materials include:** | • glues<br>• staples<br>• buttons<br>• tacks<br>• piping<br>• cords<br>• banding<br>• hidem binding and pleats |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices:<br>  • safety glasses/goggle<br>  • hair nets<br>  • ear muffs/plugs<br>  • gloves<br>  • footwear and protective clothing |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures<br>• customer/client requirements |

# Unit Mapping Information

Supersedes and is equivalent to LMFUP3006B Fit and apply leather to furniture.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFUP3006 Fit and apply leather to furniture

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- As a minimum, given cut leather pieces, fit and apply leather, including pleats to a chair
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Work requirements including workplace standards
- Work flow in relation to applying leather to furniture
- Leather types and their characteristics, common faults and inspection procedures
- Appropriate quality and fit of finished product
- Design features of the finished furnishing items

## 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


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  - 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 leather panels, trims, furniture frames and foundations, and a work order.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFUP3007 Manufacture and fit loose covers

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers developing a pattern to meet a loose cover requirement, cutting from that pattern, and making and fitting loose covers to items of upholstered furniture.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Upholstery

## 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 Specifications concerning design, fabrics, accessories and finish are confirmed with designer/customer/client, as required |
| | | 1.2 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 Materials, work method and sequence are determined |
| | | 1.4 Suitable work area is selected, prepared and cleaned of any contaminants |
| | | 1.5 Appropriate equipment and tools are selected and checked for safe operation |


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| 2 | Develop patterns | 2.1 | 3-D templates are developed from the surface of the existing furniture without undue distortion |
| | | 2.2 | Component shapes are marked out and/or cut out using appropriate technique |
| | | 2.3 | Standard 2-D patterns are produced in accordance with specifications and to accepted standards and construction tolerances |
| | | 2.4 | Patterns are reviewed against client specifications and production requirements |
| | | 2.5 | Consultation and clarification with client is undertaken, as required |
| 3 | Select and cut fabric | 3.1 | Fabrics are selected and inspected in accordance with work order and laid out smooth and square |
| | | 3.2 | Nap/pile, direction of pattern, pattern repeat and finished side of the materials are identified |
| | | 3.3 | Fabrics are squared up to the edges or guide markings on the cutting table |
| | | 3.4 | Patterns are laid out using registration points on the pattern and other instructions to match required fabric pattern ensuring maximum use of the fabric |
| | | 3.5 | Fabric is cut and cut components are inspected in accordance with workplace procedures |
| 4 | Sew panels | 4.1 | Sewing machine set-up requirements and adjustments are identified and followed |
| | | 4.2 | Machine sewing maintains required product quality and outputs |
| | | 4.3 | Finished loose covers are checked for required quality and reprocessed in accordance with workplace procedures |
| 5 | Fit and finish cover | 5.1 | Loose cover is applied to the upholstered furniture and checked for fit |
| | | 5.2 | Decorative accessories are applied, as required |
| | | 5.3 | Adjustments are made, as required, to ensure fit meets required quality standards and specifications |


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| 6 | Complete work | 6.1 Workplace documentation is completed in accordance with procedures |
| | | 6.2 Waste and scrap are collected and disposed of/recycled in accordance with workplace procedures |
| | | 6.3 Tools and equipment used are cleaned, inspected for serviceability and stored in accordance with workplace procedures |
| | | 6.4 Equipment is maintained and work area is cleaned in accordance with workplace procedures |

## 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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Machines include:** | • single or multi-needle flatbed sewing machine<br>• walking foot<br>• overlocker and gatherer |
| **Sewing machine set-up** | • threading machine and winding bobbin<br>• setting required tensions |


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| **and adjustments include:** | • selecting required machine settings<br>• lubricating and adjusting the machine<br>• testing operations for work order requirements |
| **Materials include:** | • plain and patterned fabric<br>• velvet |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices:<br>  • safety glasses/goggle<br>  • hair nets<br>  • ear muffs/plugs<br>  • gloves<br>  • footwear and protective clothing |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures<br>• customer requirements |

# Unit Mapping Information

Supersedes and is equivalent to LMFUP3007B Manufacture and fit loose covers.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFUP3007 Manufacture and fit loose covers

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Develop two (2) patterns for loose covers for given items of furniture (one plain and one patterned)
- Measure and cut fabrics to required size and accuracy, matching any patterns, sew fabric and fit to items of furniture
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Work requirements, including workplace standards and work flow
- Fabric types and characteristics, common faults and inspection procedures
- Design features of the finished furnishing items in relation to laying out the pattern and cutting the fabrics

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 plain and patterned fabrics, sewing machines, furniture to be upholstered and a work order.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFUP3008 Apply finishing techniques to upholstered furniture

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers hand finishing upholstered furniture by the application of concealed and decorative finishing techniques.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Upholstery

## 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 | Job requirement is identified from work order or other instructions, including any special requirements for finishing |
| | | 1.2 | Required materials, upholstered components to be finished, and appropriate tools and equipment are identified from work order |
| | | 1.3 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.4 | Items to be finished are assembled in an appropriate work area and inspected for appropriate quality |
| | | 1.5 | Appropriate tools, equipment and finishing materials and |


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|---|---|---|---|
| | | | hardware are selected |
| 2 | Apply finishing techniques | 2.1 | Finishing techniques are applied in accordance with workplace procedures |
| | | 2.2 | Problems are notified following workplace procedures |
| | | 2.3 | Finished upholstered item is inspected against work requirement with unsatisfactory finish being redirected for re-working |
| 3 | Complete work | 3.1 | Finished work is package/stored/tagged and despatched to the next process following workplace procedures |
| | | 3.2 | Any required documentation is completed and processed following workplace procedures |
| | | 3.3 | Tools and equipment used are cleaned, maintained as required and stored in accordance with workplace procedures |
| | | 3.4 | Work area is cleaned with waste and scrap being removed/recycled in accordance with workplace procedures |

# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative


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| | |
|---|---|
| | obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Finishing techniques include:** | • decorative techniques:<br>  • braiding<br>  • gimping<br>  • close and open studding<br>  • single and double piping and banding<br>• concealed techniques:<br>  • straight edge<br>  • shark's teeth<br>• hand sewing techniques, which may be used in both decorative and concealed finishing:<br>  • flange cord<br>  • cord and ruching<br>  • the closure of items, such as cushions<br>  • external backs of upholstered furnishings |
| **Tools and equipment include:** | • a range of needles and threads<br>• tack hammers<br>• hammers and hot melt glue gun |
| **Materials include:** | • fabrics<br>• leather<br>• upholstery nails<br>• gimping<br>• metal trim<br>• piping and vinyl |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices:<br>  • safety glasses/goggle<br>  • hair nets<br>  • ear muffs/plugs<br>  • gloves<br>  • footwear and protective clothing |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication |


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- manufacturer specifications and operational procedures

# Unit Mapping Information

Supersedes and is equivalent to LMFUP3008B Apply finishing techniques to upholstered furniture.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFUP3008 Apply finishing techniques to upholstered furniture

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Hand sew at least two (2) different items of upholstered furniture using differing sewing techniques, such as cushion mouth and outback
- Apply two (2) other finishing techniques to items of upholstered furniture, one (1) concealed and one (1) decorative
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Work requirements including workplace standards
- Identification of techniques and procedures for the finishing processes
- Fabric types, common faults and inspection procedures
- Methods to be used with different fabric types
- Design features of upholstered items in relation to the finishing techniques to be used

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 appropriate sewing equipment, hardware, fabrics and a work order.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFUP3009 Develop cutting plan and cut multiple layer upholstery fabric

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers developing a cutting plan and cutting multiple layer upholstery fabrics by hand or automatic method for upholstered furniture.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Upholstery

## 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 Specifications, patterns and/or plans are read and interpreted to identify required fabrics, number and nature of items to be cut and required equipment |
| | | 1.2 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 Fabrics, work method and sequence are determined |
| | | 1.4 Suitable work area is selected, prepared and cleaned of any contaminants |
| | | 1.5 Appropriate equipment and tools are selected for the fabrics to be cut and checked for safe operation |


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|---|---|---|---|
| | | 1.6 | Fabric is selected and checked in terms of quantity, quality, contaminants, size, pattern and consistency in accordance with workplace procedures |
| | | 1.7 | Scissors and any other cutting equipment are checked prior to use for appropriate sharpness, set operation and safe condition |
| 2 | Develop cutting list and cutting plan | 2.1 | Cutting requirements, including bias or other instructions, are noted |
| | | 2.2 | Measurements for upholstered items are taken and listed |
| | | 2.3 | Cutting list is developed using appropriate format, abbreviations and terminology for cut sizes, names and number of pieces in accordance with workplace procedures |
| | | 2.4 | Cutting plan to ensure fabric is laid correctly to indicate run for each panel, the dimensions for each component part and to minimise fabric waste is developed in accordance with workplace procedures, noting if fabric is railroaded |
| 3 | Prepare materials for cutting | 3.1 | Fabrics are selected in accordance with work order and laid out and inspected for flaws and appropriate finish |
| | | 3.2 | Nap/pile direction, direction of pattern, pattern repeat and finished side of the materials are identified |
| | | 3.3 | Fabrics are squared up to the edges or guide markings on the cutting table |
| | | 3.4 | Patterns are laid out following work procedures and instructions using registration points on the pattern and other instructions to match required fabric pattern |
| 4 | Cut material | 4.1 | Measurements are confirmed and appropriate adjustments to the positioning of fabric are made |
| | | 4.2 | Tools and equipment are checked for correct operation |
| | | 4.3 | Required cutting operations are completed to cut out fabrics following work instructions |
| | | 4.4 | Cut fabric is inspected for quality and unsatisfactory items are processed in accordance with workplace instructions |
| | | 4.5 | Fabrics are folded, wrapped using appropriate protective covers and care label information attached prior to |


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| | | | |
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| | | | despatch to next process following workplace procedures |
| 5 | Complete work | 5.1 | Unused materials are stored, as required |
| | | 5.2 | Workplace required documentation, including stock usage, is completed and processed following procedures |
| | | 5.3 | Work area is cleaned and damaged tools and equipment tagged, as required |
| | | 5.4 | Waste is collected for recycling/re-use as required by workplace procedures |

# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

**Tools and equipment include:**

- cutting table
- tape measures
- scissors
- cutting blades
- round knife cutter


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| | |
|---|---|
| | • straight knife<br>• automatic cutting machines and cloth cutting machine |
| **Materials to be cut include:** | • velvet<br>• vinyl<br>• plain and patterned fabric |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices:<br>  • safety glasses/goggle<br>  • hair nets<br>  • ear muffs/plugs<br>  • gloves<br>  • footwear and protective clothing |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFUP3009B Develop cutting plan and cut multiple layer upholstery fabric.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFUP3009 Develop cutting plan and cut multiple layer upholstery fabric

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- As a minimum, measure, develop cutting plan, lay out and cut out at least five (5) layers of fabric for an item of upholstered furniture
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Fabric types, common faults and inspection procedures
- Design features of the finished furnishing items in relation to developing the cutting plan, laying out and cutting fabrics
- Work requirements, including workplace standards

## 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


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  - 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 appropriate scissors and tools, fabrics and a work order.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFUP3010 Cut, sew and fit skirts to upholstered furniture

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers measuring, marking out, cutting and sewing skirts for items of upholstered furniture.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Upholstery

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Plan work operations | 1.1 | Specifications concerning design, fabrics, accessories and finish for the skirts are confirmed with designer/customer/client, as required |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Fabrics, work method and sequence are determined |
| | | 1.4 | Suitable work area is selected, prepared and cleaned of any contaminants |
| | | 1.5 | Appropriate equipment and tools are selected and checked for safe operation |


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| | | | |
|---|---|---|---|
| | | 1.6 | Fabric is selected and checked in terms of quantity, quality, contaminants, size, pattern and consistency |
| 2 | Measure and mark out pattern/template | 2.1 | Measurements are taken from furniture item to be fitted or from job sheet/specifications |
| | | 2.2 | Pattern/template is developed from measurements |
| | | 2.3 | Fabric is laid out and pattern/template located to conform with pattern/nap/direction of the fabric and to minimise wastage |
| | | 2.4 | Any registration points on the pattern and other instructions to match required pattern components are marked |
| | | 2.5 | Fabric is marked in accordance with workplace procedures |
| 3 | Cut and sew skirts | 3.1 | Fabric is squared up to the edges or guide markings on the cutting table |
| | | 3.2 | Fabric is cut and work inspected to ensure accuracy/tolerance in accordance with workplace procedures |
| | | 3.3 | Sewing machine set-up requirements and adjustments are identified and followed |
| | | 3.4 | Machine maintains required product quality and output |
| | | 3.5 | Finished skirts are checked for required quality and reprocessed, if required |
| 4 | Complete work | 4.1 | Workplace documentation is completed in accordance with procedures |
| | | 4.2 | Waste and scrap are removed in accordance with workplace procedures |
| | | 4.3 | Machines and tools used are cleaned, inspected for serviceability and stored in accordance with workplace procedures |
| | | 4.4 | Equipment is maintained and work area is cleaned in accordance with workplace procedures |


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# 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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving skills |
| **Types of skirt include:** | • knife<br>• box<br>• mock box<br>• inverted |
| **Tools and equipment include:** | • measuring tape<br>• cutting table<br>• straight edges<br>• skewers<br>• scissors and sewing machines |
| **Sewing machines include:** | • flatbed walking foot and overlocker |
| **Sewing machine set-up and adjustments include:** | • threading machine and winding bobbin<br>• setting required tensions<br>• setting required machine settings<br>• lubricating and adjusting the machine<br>• testing operation for work order requirements |
| **Materials include:** | • fabric<br>• calico |


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| | |
|---|---|
| | • chalk<br>• pattern/template material |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices:<br>  • safety glasses/goggle<br>  • hair nets<br>  • ear muffs/plugs<br>  • gloves<br>  • footwear and protective clothing |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFUP3010B Cut, sew and fit skirts to upholstered furniture.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFUP3010 Cut, sew and fit skirts to upholstered furniture

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- As a minimum, measure, mark out, cut and sew the following types of skirts, two (2) of which are to be lined and one (1) of which is to be fitted to a footstool or chair:
  - knife skirt
  - box skirt
  - mock box
  - inverted
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Work requirements, including workplace standards and inspection procedures
- Work flow in relation to the fabrication of skirts
- Fabric types and characteristics, common faults and inspection procedures
- Design features of the finished furnishing items in relation to laying out the pattern and cutting the fabric

## Assessment Conditions

- Assessors must:


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  - 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 scissors, cutting table, fabric, sewing machines a work order on furniture to be fitted.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFUP3011 Cut, sew and fit or fill cushions

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers measuring, cutting, sewing, fitting and filling loose and fitted cushions for upholstered furniture.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Upholstery

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | Plan work operations | 1.1 | Specifications concerning design, fabrics, accessories and finish for the cushions are confirmed with designer/customer/client, as required |
| | | 1.2 | Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 | Fabrics, filling medium, work method and sequence are determined |
| | | 1.4 | Suitable work area is selected, prepared and cleaned of any contaminants |
| | | 1.5 | Appropriate equipment and tools are selected and checked for safe operation |


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| | | | |
|---|---|---|---|
| | | 1.6 | Material and filling medium is selected and checked in terms of quantity, quality, contaminants, size, pattern and consistency in accordance with workplace procedures |
| 2 | Cut and sew cushion covers | 2.1 | Material is laid out on cutting table and nap/pile, direction of pattern, pattern repeat and finished side of fabric are identified |
| | | 2.2 | Patterns are laid out using registration points on the pattern and other instructions to match required fabric pattern, ensuring maximum use of the fabric |
| | | 2.3 | Fabric is cut and work inspected to ensure accuracy/tolerance in accordance with workplace procedures |
| | | 2.4 | Sewing machine set-up requirements and adjustments are identified and followed |
| | | 2.5 | Machine maintains required product quality and output |
| | | 2.6 | Finished cushion covers are checked for required quality and reprocessed, if required |
| 3 | Fit and fill cushions | 3.1 | Cushion covers are checked for fit and amount of filling determined for each application |
| | | 3.2 | Cushions are filled to the appropriate size using appropriate methods |
| | | 3.3 | Final sewing of cushion is performed in accordance with workplace procedures |
| | | 3.4 | procedures |
| 4 | Complete work | 4.1 | Workplace documentation is completed in accordance with procedures |
| | | 4.2 | Waste and scrap are collected for disposal/recycling in accordance with workplace procedures |
| | | 4.3 | Machines and tools used are cleaned, inspected for serviceability and stored in accordance with workplace procedures |
| | | 4.4 | Equipment is maintained and work area is cleaned in accordance with workplace procedures |


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# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

**Tools and equipment include:**

- cutting table
- cutting machines
- scissors
- sewing machines and cushion filling machines

**Sewing machines include:**

- flatbed
- walking foot and overlocker

**Sewing machine set-up and adjustments include:**

- threading machine and winding bobbin
- setting required tensions
- setting required machine settings
- lubricating and adjusting the machine
- testing operation for work order requirements

**Materials include:**

- fabric
- filling material:
  - foam
  - dacron
  - flock
  - crumbed foam
  - springs


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| | |
|---|---|
| | • wadding fibre<br>• linters and feathers/down |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices:<br>• safety glasses/goggle<br>• hair nets<br>• ear muffs/plugs<br>• gloves<br>• footwear and protective clothing |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFUP3011B Cut, sew and fit or fill cushions.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFUP3011 Cut, sew and fit or fill cushions

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- As a minimum, cut, sew and fit or fill the following cushions:
  - piped border cushion
  - wrap around cushion
  - T-cushion
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Work requirements, including workplace standards and inspection procedures
- Work flow in relation to the cutting, sewing and fitting or filling of cushions
- Fabric types and characteristics, common faults and inspection procedures
- Design features of the finished furnishing items in relation to laying out the pattern and cutting the fabric

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 a cutting table, material, filling medium, sewing machines, cushion filling machine and a work order.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFUP3012 Apply marine sewing and installation techniques

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers using marine sewing techniques in the completion of upholstery products/items used in marine applications, such as covers, and fitting the required attachments and fixing devices.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Upholstery

## 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 Job requirements are identified from work instructions |
| | | 1.2 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 Machines, attachments, materials, work method and sequence are determined |
| | | 1.4 Equipment, including any supplementary equipment, is identified and checked for safe operation, components and controls |
| | | 1.5 Materials are identified and inspected and problems, including any materials or part-constructed products which |


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|---|---|---|---|
| | | | do not meet the job order requirements, are identified and reported in accordance with workplace procedures |
| | | 1.6 | Work pieces are laid out in sequence in accordance with specifications and workplace procedures |
| 2 | Conduct sewing operation | 2.1 | Sewing machine, including attachments, as required, set-up requirements and adjustments are observed in accordance with workplace procedures |
| | | 2.2 | Appropriate thread type and size is fitted to machine |
| | | 2.3 | Machine is operated to maintain required product quality and outputs |
| | | 2.4 | Reinforcing/protective measures, fittings/attachments and fixing devices are attached in accordance with workplace procedures |
| | | 2.5 | Finished products, including covers, are inspected for quality with unacceptable items being reprocessed in accordance with workplace instructions |
| 3 | Complete work | 3.1 | Unused materials are stored, as required |
| | | 3.2 | Workplace required documentation, including stock usage, is completed and processed following workplace procedures |
| | | 3.3 | Work area is cleaned and damaged tools and equipment tagged, as required |
| | | 3.4 | Waste is collected and bundled for recycling/reuse as required by workplace procedures |

# 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


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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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Fittings/attachments and fixing devices include:** | • clips<br>• press studs<br>• buckles<br>• eyelets<br>• shackles<br>• zips<br>• reinforcing patches<br>• straps |
| **Job requirements include:** | • required materials<br>• threads<br>• additional work features<br>• shape and special requirements for the item<br>• any required workplace documentation to be competed |
| **Machines include:** | • overlocker<br>• flat bed<br>• twin needle and walking foot |
| **Tools and equipment include:** | • measuring tape<br>• scissors<br>• cutting blades<br>• knives and thread |
| **Materials include:** | • canvas<br>• sail materials<br>• leather<br>• foam-backed vinyl and upholstery fabrics |


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| | |
|---|---|
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices:<br>  • safety glasses/goggle<br>  • hair nets<br>  • ear muffs/plugs<br>  • gloves<br>  • footwear and protective clothing |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFUP3012B Apply marine sewing and installation techniques.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFUP3012 Apply marine sewing and installation techniques

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Prepare and install a minimum of three (3) square metres of cover to at least three (3) vertical or horizontal surfaces
- Sew at least three (3) covers and sew appropriate fasteners and attachments to covers sewn
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Procedure for reporting damaged or imperfect products or interruption to work flow
- Work flow requirements for sewing process
- Operation of work systems and sewing equipment
- Characteristics of materials used and application and requirements of the finished products
- Causes of faults and repair methods
- Identification of equipment, processes and procedures
- Quality systems and standards
- Workplace procedures


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# 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 appropriate sewing machine, work orders, materials, fittings and threads.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFUP3013 Cut and sew canvas and acrylics

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers measuring, cutting and sewing canvas and acrylic materials, and applying fixtures and fittings for upholstery applications and for other uses, such as automotive and marine applications.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Upholstery

## 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 Specifications, patterns and/or plans are read and interpreted to identify required material, number and nature of items to be cut and the equipment to be used |
| | | 1.2 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | | 1.3 Machines, attachments, tools, materials, work method and sequence are determined |
| | | 1.4 Suitable work area is selected, prepared and cleaned of any contaminants |
| | | 1.5 Equipment, including any supplementary equipment, is |


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|---|---|---|---|
| | | | identified and checked for safe operation, components and controls |
| | | 1.6 | Scissors and any other cutting equipment are selected for the material to be cut and checked for appropriate sharpness, operation and safe condition |
| | | 1.7 | Materials to be cut and sewn are identified and inspected and problems, including any materials which do not meet the job order requirements, are identified and reported in accordance with workplace procedures |
| 2 | Develop cutting plan | 2.1 | Cutting requirements are identified |
| | | 2.2 | Measurements for item are confirmed, noting locations of high wear/chafing, fittings/attachments and fixing devices |
| | | 2.3 | If appropriate, cutting list is developed using appropriate format, abbreviations and terminology for cut sizes, and number of pieces in accordance with workplace procedures |
| | | 2.4 | Cutting plan is developed in accordance with workplace procedures |
| 3 | Prepare materials for cutting | 3.1 | Material is selected in accordance with work order and laid out and inspected for flaws |
| | | 3.2 | Finished side of the materials are identified and positioned on cutting table for marking/pattern lay out |
| | | 3.3 | Material is marked out/patterns are laid out following work procedures and instructions |
| 4 | Cut material | 4.1 | Measurements are confirmed and appropriate adjustments to the positioning of fabric are made |
| | | 4.2 | Tools and equipment are checked for operation |
| | | 4.3 | Required cutting operations are completed to cut material following work instructions |
| | | 4.4 | Cut material is inspected for quality and unsatisfactory items are processed in accordance with workplace instructions |
| | | 4.5 | Cut materials are labelled and despatched to next process in accordance with workplace procedures |
| 5 | Conduct sewing operation | 5.1 | Items to be sewn are inspected for quality and dimensions |


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| | | 5.2 | Sewing machine, including attachments, as required, is set up in accordance with workplace instructions |
| | | 5.3 | Machine is operated in accordance with manufacturer instructions and workplace procedures to maintain required product quality and output |
| | | 5.4 | Reinforcing/protective measures, fittings/attachments and fixing devices are attached in accordance with workplace procedures |
| | | 5.5 | Finished items are inspected for quality with unacceptable items being reprocessed in accordance with workplace procedures |
| 6 | Complete work | 6.1 | Workplace documentation, including stock usage, is completed and processed following workplace procedures |
| | | 6.2 | Equipment maintenance and work area clean-up are completed following workplace procedures |
| | | 6.3 | Waste is collected and bundled for recycling/re-use as required by workplace procedures |

# 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.

**Unit context includes:**

- WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent
- work is carried out in accordance with legislative obligations, environmental legislation, relevant health


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| | |
|---|---|
| | regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **Fittings/attachments and fixing devices include:** | • clips<br>• press studs<br>• buckles<br>• eyelets<br>• shackles<br>• zips<br>• reinforcing patches<br>• straps |
| **Tools and equipment include:** | • measuring tape<br>• scissors<br>• cutting blades<br>• knives and thread |
| **Machines include:** | • overlocker<br>• flatbed<br>• walking foot |
| **Materials may include:** | • cloths<br>• canvases<br>• acrylics<br>• carpets<br>• foam-backed fusion bonded<br>• needle punched materials<br>• thread |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices:<br>  • safety glasses/goggle<br>  • hair nets<br>  • ear muffs/plugs<br>  • gloves<br>  • footwear and protective clothing |
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |


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# Unit Mapping Information

Supersedes and is equivalent to LMFUP3013B Cut and sew canvas and acrylics.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFUP3013 Cut and sew canvas and acrylics

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Measure, cut and sew one (1) canvas product and one (1) acrylic product applying binding as an edge finish to a curve and three (3) corners, two metres in length
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Procedure for reporting damaged or imperfect products or interruption to work flow
- Work flow requirements for cutting and sewing process
- Operation of work systems and cutting and sewing equipment
- Characteristics of the materials used and the application of the finished products
- Causes of faults and repair methods
- Identification of equipment, processes and procedures
- Quality systems and standards
- Workplace procedures

## Assessment Conditions

- Assessors must:


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  - 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 a cutting table, scissors, blades and cutting machines, sewing machine and a work order.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFUP3014 Set up, operate and maintain computer numerically controlled (CNC) cutting machines

## Modification History

Release 1 - New unit of competency

## Application

This unit of competency covers setting up, operating, adjusting, monitoring and maintaining CNC machines used in the cutting of upholstery materials.

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

## Pre-requisite Unit

## Competency Field

## Unit Sector

Upholstery

## 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 instructions are used to determine job requirements including design, quality, materials, equipment and quantities |
| | 1.2 Work health and safety (WHS) requirements, including personal protection needs, are observed throughout the work |
| | 1.3 Appropriate CNC cutting program and settings are determined |
| | 1.4 Material for cutting is selected and inspected for appropriate quality |
| | 1.5 Machines, cutting tools and jigs are checked for safe and |


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|---|---|---|---|
| | | | effective operation |
| | | 1.6 | Procedures are determined for minimising waste material and for maximising energy efficiency while completing the job |
| | | 1.7 | Safety equipment, including emergency stops, gauges, guards and controls are checked |
| 2 | Set up machines | 2.1 | CNC cutting program is set to job requirements |
| | | 2.2 | Machine settings and adjustments are made in accordance with job requirements and machine and tool manufacturer instructions |
| | | 2.3 | Trial runs are conducted to check machine operation and quality of finished work |
| | | 2.4 | Final adjustments are made to CNC programs and equipment according to workplace procedures |
| 3 | Operate CNC cutting machine | 3.1 | Machines are operated and monitored to ensure product quality and output |
| | | 3.2 | Waste quantities are checked and minimised |
| | | 3.3 | Problems with the required work, including machine operation/production, are identified and reported in accordance with workplace procedures |
| | | 3.4 | Any authorised changes in working procedures are followed |
| | | 3.5 | Daily routine lubrication and adjustments for the equipment are completed |
| 4 | Complete work and maintain equipment | 4.1 | Items that do not meet quality requirements are repaired, recycled or discarded according to workplace procedures |
| | | 4.2 | Material that can be re-used is collected and stored |
| | | 4.3 | Waste and scrap are removed following workplace procedures |
| | | 4.4 | Equipment and work area are cleaned and inspected for serviceable condition in accordance with workplace procedures |
| | | 4.5 | Unserviceable equipment is tagged and faults identified in accordance with workplace procedures |


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| | |
|---|---|
| 4.6 | Operator maintenance is performed on equipment and tooling is maintained in accordance with workplace procedures |

# 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.

| | |
|---|---|
| **Unit context includes:** | • WHS requirements, including legislation, building codes, material safety management systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent<br>• work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements<br>• work requires individuals to demonstrate some discretion, judgement and problem solving |
| **CNC machines include:** | • fabric cutting machines<br>• leather cutting machines |
| **Upholstery materials include:** | • fabrics<br>• leather |
| **Personal protective equipment includes:** | • that prescribed under legislation, regulations and enterprise policies and practices:<br>  • safety glasses/goggle<br>  • hair nets<br>  • ear muffs/plugs<br>  • gloves<br>  • footwear and protective clothing |


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| | |
|---|---|
| **Information and procedures include:** | • workplace procedures relating to the use of tools and equipment<br>• work instructions, including job sheets, cutting lists, plans, drawings and designs<br>• workplace procedures relating to reporting and communication<br>• manufacturer specifications and operational procedures |

# Unit Mapping Information

Supersedes and is equivalent to LMFUP3014B Set up, operate and maintain CNC cutting machines.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# Assessment Requirements for MSFUP3014 Set up, operate and maintain computer numerically controlled (CNC) cutting machines

## Modification History

Release 1 - New unit of competency

## Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- 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
- Set up and program a CNC machine for the cutting task, load fabric and operate machine to accurately cut components for an upholstered furnishing item
- Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- 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

- Work flow in relation to the operation of CNC machines
- Identification of machines, processes and procedures, including maintenance requirements
- Procedures for reporting materials, product or equipment faults
- Quality requirements of components produced
- Characteristics of materials used and uses of products produced
- Workplace safety system requirements related to the operation of CNC machines

## Assessment Conditions

- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors


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  - 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 CNC cutting machines, standard operating procedures, unprocessed materials and work orders.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSMENV272 Participate in environmentally sustainable work practices

## Modification History

Release 2. Equivalent. Minor edits for improved clarity. Range of conditions removed. Duplication between Performance Evidence and Performance Criteria removed. Assessment conditions updated.

Release 1. Supersedes and is equivalent to MSAENV272B Participate in environmentally sustainable work practices.

## Application

This unit describes the skills and knowledge required to comply with environmental regulations, identify environment issues and minimise the risks of negative impact on work and carry out improvements in own work area.

This unit applies to operators and team members who are required to follow procedures to work in an environmentally sustainable manner.

This unit applies to all sectors of the manufacturing industry and members of its value chain. It may also be applied to all sections of an organisation, including office and warehouse. This unit will need to be contextualised for the industry sector, organisation and section.

This unit applies to an individual working alone or as part of a team and working in liaison with other shift team members and the control room operator, as appropriate.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must also be applied.

## Pre-requisite Unit

Nil

## Unit Sector

HSE

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify current resource use and environmental issues | 1.1 Identify workplace environmental and resource efficiency issues<br>1.2 Identify resources used in own work role<br>1.3 Confirm current usage of resources |
| 2. Comply with environmental regulations | 2.1 Read and follow environmental policies and procedures to ensure compliance with federal, state/territory and local government laws, by-laws, regulations and mandated codes of practice, and codes and standards that the organisation applies voluntarily<br>2.2 Ask questions and seek clarification relating to environmental work requirements<br>2.3 Identify incidents, including breaches or potential breaches of environmental regulations and occurrences outside of standard procedures and report to appropriate personnel<br>2.4 Report environmental incidents using workplace forms and procedures |
| 3. Seek opportunities to improve environmental practices and resource efficiency | 3.1 Follow workplace procedures to improve environmental practices and resource efficiency<br>3.2 Make suggestions for improvements to environmental workplace practices and work plans |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Release 2. Supersedes and is equivalent to MSAENV272B Participate in environmentally sustainable work practices.


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# Links

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# Assessment Requirements for MSMENV272 Participate in environmentally sustainable work practices

## Modification History

Release 2. Equivalent. Minor edits for improved clarity. Range of conditions removed. Duplication between Performance Evidence and Performance Criteria removed. Assessment conditions updated.

Release 1. Supersedes and is equivalent to MSAENV272B Participate in environmentally sustainable work practices.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- followed environmental policies and identified potential breaches of environmental regulations and suggested improvements within the limit of own authority.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- environmental sustainability issues relevant to organisation
- resource use and impact of inefficiencies associated with own work role
- environmental and resource efficiency policies and procedures for own work role
- environmental regulations and guidelines and their impact on own work role
- the environmental issues, hazards and risks associated with own work role
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - environmental regulations, guidelines and procedures
  - workplace incident reporting procedures and forms.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027


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# MSMENV472 Implement and monitor environmentally sustainable work practices

## Modification History

Release 1. Supersedes and is equivalent to MSAENV472B Implement and monitor environmentally sustainable work practices

## Application

This unit of competency covers the skills and knowledge required to effectively analyse the workplace in relation to environmentally sustainable work practices, and to implement improvements and monitor their effectiveness.

This unit of competency applies to those who have responsibility for a specific area of work or who lead a work group or team. It addresses the knowledge, processes and techniques necessary to implement and monitor environmentally sustainable work practices, including the development of processes and tools.

It includes identifying areas for improvement, developing plans to make improvements, and implementing and monitoring improvements in environmental performance.

This unit of competency applies to all sectors of the manufacturing industry and members of its value chain. It may also be applied to all sections of an organisation, including office and warehouse. This unit will need to be appropriately contextualised as it is applied across an organisation and across different industry sectors.

This unit of competency applies to an individual working alone or as part of a team/work group and working in liaison with other shift team members and the control room operator, as appropriate.

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

## Pre-requisite Unit

Nil



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# Competency Field

HSE

# Unit Sector

# Elements and Performance Criteria

| Elements describe the essential outcomes | | Performance criteria describe the performance needed to demonstrate achievement of the element | |
|---|---|---|---|
| 1 | **Investigate current practices in relation to resource usage** | 1.1 | Identify environmental regulations applying to the enterprise |
| | | 1.2 | Assess procedures for assessing compliance with environmental regulations |
| | | 1.3 | Collect information on environmental and resource efficiency systems and procedures and provide to the work group, as required |
| | | 1.4 | Measure and record current resource usage by members of the work group |
| | | 1.5 | Analyse and record current purchasing strategies |
| | | 1.6 | Analyse current work processes to access information and data, and assist in identifying areas for improvement |
| 2 | **Set targets for improvements** | 2.1 | Seek input from stakeholders, key personnel and specialists |
| | | 2.2 | Access external sources of information and data as required |
| | | 2.3 | Evaluate alternative solutions to workplace environmental issues |
| | | 2.4 | Set efficiency targets |
| 3 | **Implement performance** | 3.1 | Source and use techniques/tools to assist in achieving targets |


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| | | | |
|---|---|---|---|
| | **improvement strategies** | 3.2 | Apply continuous improvement strategies to own work area of responsibility, and communicate ideas and possible solutions to the work group and management |
| | | 3.3 | Integrate environmental and resource efficiency improvement plans for own work group with other operational activities and implement them |
| | | 3.4 | Seek suggestions and ideas about environmental and resource efficiency management from stakeholders and act upon them where appropriate |
| | | 3.5 | Implement costing strategies to fully value environmental assets |
| 4 | **Monitor performance** | 4.1 | Document outcomes and communicate reports on targets to key personnel and stakeholders |
| | | 4.2 | Evaluate strategies and environmental performance, including breaches or potential breaches of regulations and occurrences outside of standard procedure which may lead to lower environmental performance |
| | | 4.3 | Set new targets and investigate and apply new tools and strategies |
| | | 4.4 | Promote successful strategies and reward participants where possible |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Range of Conditions

This field allows for 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.


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**Regulatory framework**

The latest version of all legislation, regulations, industry codes of practice and Australian/international standards, or the version specified by the local regulatory authority, must be used, and include one or more of the following:

- legislative requirements, including work health and safety (WHS)
- industry codes of practice and guidelines
- environmental regulations and guidelines
- Australian and other standards
- licence and certification requirements
- *ISO 14001:2015 Environmental management systems*

**Procedures**

All operations must be performed in accordance with relevant procedures.

Procedures are written, verbal, visual, computer-based or in some other form, and include one or more of the following:

- work instructions
- standard operating procedures (SOPs)
- safe work method statements (SWMS)
- formulas/recipes
- batch sheets
- temporary instructions
- any similar instructions provided for the smooth running of the plant

# Unit Mapping Information

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027


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# Assessment Requirements for MSMENV472 Implement and monitor environmentally sustainable work practices

## Modification History

Release 1. Supersedes and is equivalent to MSAENV472B Implement and monitor environmentally sustainable work practices

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and must include the ability to:

- investigate/analyse resource usage
- evaluate improvement alternatives and set targets
- implement improvements within the limit of own authority
- monitor the performance of improvements.

## Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- relevant environmental and resource efficiency issues, specific to industry practices, including:
  - contribution to climate change and other macro threats that can arise from materials and work processes used
  - regulated environmental issues
  - issues relevant to licencing conditions
- best practice environmental approaches relevant to own area of responsibility
- methods for measuring and calculating resource usage.

## Assessment Conditions

- The unit should be assessed holistically and the judgement of competence based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations
  - will typically include a supervisor/third-party report focusing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - will typically include the use of appropriate tools, equipment and documents


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  - may use industry-based simulation for all or part of the unit particularly where safety, lack of opportunity or significant cost is an issue.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment in a simulated environment should use evidence collected from one or more of:
  - walk-throughs
  - pilot plant operation
  - demonstration of skills
  - industry based case studies/scenarios
  - ‘what ifs’.
- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process, such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The regulatory framework will be reflected in workplace policies and procedures and is not required to be independently assessed.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- As a minimum, assessors must satisfy the Standards for Registered Training Organisations 2015 assessor requirements.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027


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# MSMENV672 Develop workplace policy and procedures for environmental sustainability

## Modification History

Release 1. Supersedes and is equivalent to MSAENV672B Develop workplace policy and procedures for environmental sustainability

## Application

This unit of competency covers the skills and knowledge required to develop and implement a workplace sustainability policy, including the modification of the policy to suit changed circumstances.

This unit of competency applies to team leaders/supervisors/managers who are required to develop approaches to environmental sustainability within workplaces, including the development and implementation of policy.

It includes communicating with relevant stakeholders, developing and monitoring sustainability policies and reviewing and improving sustainability policies.

This unit of competency applies to all sectors of the manufacturing industry. It may also be applied to all sections of an organisation, including the office and warehouse. This unit will need to be appropriately contextualised as it is applied across an organisation and across different industry sectors.

This unit of competency applies to an individual working alone or as part of a team or group and working in liaison with other shift team members and the control room operator, as appropriate.

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

## Pre-requisite Unit

Nil

## Competency Field

HSE



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# Unit Sector

# Elements and Performance Criteria

| Elements describe the essential outcomes | | Performance criteria describe the performance needed to demonstrate achievement of the element | |
|---|---|---|---|
| 1 | Develop workplace sustainability policy | 1.1 | Define the scope of sustainability policy |
| | | 1.2 | Identify and consult with stakeholders during the policy development process |
| | | 1.3 | Review the environmental sustainability strategies relevant to all stages of work covered by the policy |
| | | 1.4 | Make recommendations for policy options based on likely effectiveness, timeframes and cost |
| | | 1.5 | Develop policy that reflects the organisation's commitment to sustainability as an integral part of the business planning, and as a business opportunity |
| | | 1.6 | Agree upon appropriate methods of implementation |
| 2 | Communicate the policy | 2.1 | Promote the policy, including its expected outcome to key stakeholders |
| | | 2.2 | Inform those involved in implementing the policy as to outcomes expected, activities to be undertaken and responsibilities assigned |
| 3 | Implement the policy | 3.1 | Develop and communicate procedures to help implement the policy |
| | | 3.2 | Employ strategies for implementation of policy in resource efficiency |
| | | 3.3 | Establish recording systems for tracking changes in sustainability approaches and assign responsibilities |
| 4 | Review policy | 4.1 | Record outcomes and provide feedback to key personnel |


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| | | |
|---|---|---|
| implementation | | and stakeholders |
| | 4.2 | Investigate success or otherwise of policy |
| | 4.3 | Monitor records to identify trends that may require remedial action to implemented policy and procedures |
| | 4.4 | Modify policy and or procedures as required to ensure improvements are made |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Range of Conditions

This field allows for 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.

**Regulatory framework**

The latest version of all legislation, regulations, industry codes of practice and Australian/international standards, or the version specified by the local regulatory authority, must be used, and include one or more of the following:

- legislative requirements, including work health and safety (WHS)
- industry codes of practice and guidelines
- environmental regulations and guidelines
- Australian and other standards
- licence and certification requirements
- *ISO 14001:2015 Environmental management systems*

**Procedures**

All operations must be performed in accordance with relevant procedures.

Procedures are written, verbal, visual, computer-based or in some other form, and include one or more of the following:

- work instructions
- standard operating procedures (SOPs)


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- safe work method statements (SWMS)
- formulas/recipes
- batch sheets
- temporary instructions
- any similar instructions provided for the smooth running of the plant

# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSAENV672B Develop workplace policy and procedures for environmental sustainability

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027


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# Assessment Requirements for MSMENV672 Develop workplace policy and procedures for environmental sustainability

## Modification History

Release 1. Supersedes and is equivalent to MSAENV672B Develop workplace policy and procedures for environmental sustainability

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and must include the ability to:

- scope and develop an integrated sustainability policy and procedure within an enterprise
- raise awareness among stakeholders and those involved in implementing the policy of expected outcomes
- develop a workable implementation strategy
- ensure policy implementation is monitored, reviewed and modified where

## Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- relevant policy development and implementation processes and practices
- principles, practices and available tools and techniques of sustainability management relevant to the particular industry context.

## Assessment Conditions

- The unit should be assessed holistically and the judgement of competence based on a holistic assessment of the evidence.
- The collection of performance evidence is best done from a report and/or folio of evidence drawn from:
  - a single project which provides sufficient evidence of the requirements of all the elements and performance criteria
  - multiple smaller projects which together provide sufficient evidence of the requirements of all the elements and performance criteria.
- A third-party report, or similar, may be needed to testify to the work done by the individual, particularly when the project has been done as part of a project team.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.


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- Knowledge evidence may be collected concurrently with performance evidence or through an independent process, such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The regulatory framework will be reflected in workplace policies and procedures and is not required to be independently assessed.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- As a minimum, assessors must satisfy the Standards for Registered Training Organisations 2015 assessor requirements.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027


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# MSMOPS101 Make measurements

## Modification History

Release 2. Equivalent. Minor edits for improved clarity. Range of conditions removed. Duplication between Performance Evidence and Performance Criteria removed. Assessment conditions updated.

Release 1. Supersedes and is equivalent to MSAPMOPS101A Make measurements

## Application

This unit describes the skills and knowledge required to use physical and/or chemical measuring equipment to make or take routine measurements and keep records related to the measurements.

This unit applies to an individual working alone or as part of a team and working in liaison with other shift team members and the control room operator, as appropriate.

This unit applies to all routine measurements within manufacturing and similar environments.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must also be applied.

## Pre-requisite Unit

Nil

## Unit Sector

Operations

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify appropriate measurements | 1.1 Select appropriate measuring equipment<br>1.2 Identify units of measurement to be used and the detail required<br>1.3 Check measuring equipment is in calibration |
| 2. Perform and record | 2.1 Identify and take account of relevant external factors |


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| Elements | Performance Criteria |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| measurements | 2.2 Perform measurements using appropriate techniques<br>2.3 Compare measurements against the range of expected results<br>2.4 Self-check numerical information for accuracy and correctness<br>2.5 Record the result accurately in the appropriate format and level of detail |
| 3. Respond to routine problems in accordance with procedures | 3.1 Identify known problems that occur during the measurement<br>3.2 Identify and act on causes of routine problems<br>3.3 Log problems<br>3.4 Identify non-routine problems and report to appropriate personnel |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Release 2. Supersedes and is equivalent to MSAPMOPS101A Make measurements.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027


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# Assessment Requirements for MSMOPS101 Make measurements

## Modification History

Release 2. Equivalent. Minor edits for improved clarity. Range of conditions removed. Duplication between Performance Evidence and Performance Criteria removed. Assessment conditions updated.

Release 1. Supersedes and is equivalent to MSAPMOPS101A Make measurements.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- performed and recorded at least 1 of the following workplace measurements:
  - extent
  - dimension
  - quantity
  - mass
  - capacity
  - capability
- responded to routine and non-routine measuring problems in accordance with organisation procedures
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- basic units of measurement, including
  - kilogram
  - metre
  - second
- types of measuring devices, including how, when and why they are used
- purpose of equipment calibration and methods of checking equipment is within calibration
- routine problems that may arise in the work environment and corrective action and reporting procedures appropriate to the problem cause.
-


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# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - measuring devices and equipment
  - calibration procedures

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027


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# MSMOPS212 Use organisation computers or data systems

## Modification History

Release 1. Supersedes and is equivalent to MSAPMOPS212A Use organisation computers or data systems

## Application

This unit of competency covers the skills and knowledge required to use organisation computers or data systems in order to work effectively.

The operator will be required to select correct programs, save and retrieve data, and produce documents and spreadsheets relevant to operational or administrative functions within the organisation.

This unit of competency applies to an individual working alone or as part of a team/work group and working in liaison with other shift team members and the control room operator, as appropriate.

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

## Pre-requisite Unit

Nil

## Competency Field

Operations

## Unit Sector

## Elements and Performance Criteria

| Elements describe the essential outcomes | | Performance criteria describe the performance needed to demonstrate achievement of the element | |
|---|---|---|---|
| 1 | **Identify** | 1.1 | Identify data and information available from the system |


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| | | | |
|---|---|---|---|
| | **applications of computer or data system for work role** | | and its application to work role |
| | | 1.2 | Identify data from work role which needs to be entered in the system |
| 2 | **Use the computer or data system** | 2.1 | Adjust workstation equipment to meet ergonomic requirements and use appropriate posture |
| | | 2.2 | Log on according to procedures |
| | | 2.3 | Navigate system |
| | | 2.4 | Input data or make changes as required |
| | | 2.5 | Check entered or edited data is correct |
| | | 2.6 | Access required data/information |
| | | 2.7 | Output data as required |
| | | 2.8 | Apply system/security procedures |
| | | 2.9 | Use 'Help' as needed |
| 3 | **Save file and exit system** | 3.1 | Identify the need to save data and, if required, save and store data in appropriate directory or folder |
| | | 3.2 | Close file and/or exit applications programs without loss of data |
| | | 3.3 | Back-up data if required in accordance with procedures |
| 4 | **Respond to routine problems with the system** | 4.1 | Recognise routine problems that occur during the operation |
| | | 4.2 | Identify and take action on causes of routine problems |
| | | 4.3 | Log problems as required |
| | | 4.4 | Identify non-routine process and quality problems and take appropriate action |


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# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Range of Conditions

This field allows for 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.

**Regulatory framework**

The latest version of all legislation, regulations, industry codes of practice and Australian/international standards, or the version specified by the local regulatory authority, must be used, and include one or more of the following:

- legislative requirements, including work health and safety (WHS)
- privacy and intellectual property (IP)
- industry codes of practice and guidelines
- environmental regulations and guidelines
- Australian and other standards
- licence and certification requirements

**Procedures**

All operations must be performed in accordance with relevant procedures.

Procedures are written, verbal, visual, computer-based or in some other form, and include one or more of the following:

- organisation procedures relevant to data systems, data security, record keeping, privacy, internet usage and IP
- manufacturers' manuals
- emergency procedures
- work instructions
- standard operating procedures (SOPs)
- safe work method statements (SWMS)
- formulas/recipes
- batch sheets
- temporary instructions
- any similar instructions provided for the smooth running of the organisation


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**Computers or data systems**

Computers or data systems are used for one or more of the following:

- electronic documents (typically Word, Excel, email and similar)
- safety, safety data and injury reporting
- orders, purchasing, stock levels and scheduling
- stock control, stores, warehousing and logistics
- materials hazards, labelling, materials identification and material safety data sheets (MSDSs)
- batch data, schedules, production planning and operations planning
- product quality, statistical control, production trends and quality control
- maintenance, maintenance planning, procedures and spare parts

**Equipment**

Equipment includes one or more of the following:

- computers and stationary terminals/kiosks (stand alone and/or networked)
- mobile terminals and handheld devices
- smartphones and tablets
- printers
- mouse and keyboard
- facsimile equipment
- onboard terminals
- scanners
- bar coders

**Software applications**

Software applications include one or more of the following:

- email
- internet or intranet
- word processing, database and/or spreadsheet programs
- company/process-specific software

**Documents**

Documents include one or more of the following:

- work orders
- work instructions/SOPs
- email
- faxes
- memos
- tables
- standard letters


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- standard reports

**Hazards**

Hazards include one or more of the following:

- ergonomics and posture
- repetition strain injuries
- glare from monitor screens
- damaged cables or connections
- strains or injuries moving computer equipment
- other hazards that might arise in the job/work environment

**Routine problems**

Routine problems must be resolved by applying known solutions.

Routine problems are predictable and include one or more of:

- software problems, such as unable to access file, find correct page, send mail or input data
- loose or disconnected cables
- 'frozen' screens
- faulty monitors
- keyboard problems

Known solutions are drawn from one or more of:

- procedures
- training
- remembered experience

Non-routine problems must be reported according to relevant procedures.

# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSAPMOPS212A Use organisation computers or data systems

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027


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# Assessment Requirements for MSMOPS212 Use organisation computers or data systems

## Modification History

Release 1. Supersedes and is equivalent to MSAPMOPS212A Use organisation computers or data systems

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and must include the ability to:

- use computers or data systems to locate and access information and/or data to meet job requirements
- edit information and/or input data electronically using one or more of:
  - keyboard
  - mouse
  - stylus
  - touchscreen
- check that edits/data entry are accurate and complete
- locate files (in file directory) or generate reports (within software) relevant to job
- apply procedures, as required, for:
  - log in/log out (and password protection)
  - back-up
  - security (e.g. anti-virus)
  - intellectual property (IP)/security
- apply known solutions to routine problems.

## Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- organisational procedures, including those covering:
  - data systems and data security
  - record keeping
  - privacy
  - IP
  - use of internet
  - safety, emergency and hazard control
  - relevant organisation standard operating procedures (SOPs)
- ergonomics of using computers and related equipment


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- scope and range of available data relevant to work role
- routine problems that may arise and how to identify causes
- types and application of software relevant to work role.

# Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operations and provide for demonstration of responding to problems
  - will typically include a supervisor/third-party report focusing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - must include the use of appropriate tools, equipment, data and documentation
  - may use industry-based simulation for all or part of the unit particularly where safety, lack of opportunity or significant cost is an issue.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment in a simulated environment should use evidence collected from one or more of:
  - walk-throughs
  - pilot plant operation
  - demonstration of skills
  - industry based case studies/scenarios
  - ‘what ifs’.
- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process, such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The regulatory framework will be reflected in workplace policies and procedures and is not required to be independently assessed.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.


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- As a minimum, assessors must satisfy the Standards for Registered Training Organisations 2015 assessor requirements.

# Links

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# MSMOPS363 Organise on-site work

## Modification History

Release 1. Supersedes and is equivalent to MSAPMOPS363A Organise on site work

## Application

This unit of competency covers the skills and knowledge required to organise and prepare for on-site work in a field situation, such as a remote mine site or large industrial complex where extensive permit or clearance systems exist.

The operator will be required to plan the work, ensure permits and other arrangements are in place to allow the on-site work to proceed safely, and set-up the tools, equipment and materials at the site.

This unit of competency applies to an individual working alone or as part of a team or group and working in liaison with other shift team members.

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

## Pre-requisite Unit

Nil

## Competency Field

Operations

## Unit Sector

## Elements and Performance Criteria

| Elements describe the essential outcomes | | Performance criteria describe the performance needed to demonstrate achievement of the element | |
|---|---|---|---|
| 1 | Plan the work | 1.1 | Review the requirements of the work |



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| | | | |
|---|---|---|---|
| | | 1.2 | Arrange all necessary permits and permissions for site inspections and work |
| | | 1.3 | Examine the site where the work will take place |
| | | 1.4 | Identify plant and equipment isolations |
| | | 1.5 | Identify hazards and risk controls |
| | | 1.6 | Plan to minimise downtime, economically use materials and meet quality specifications |
| | | 1.7 | Plan work, including sequences, times, process stages, engineering controls and personal protective equipment (PPE) requirements |
| | | 1.8 | Prepare all necessary documentation and finalise the permissions and approvals for conducting the work |
| 2 | Prepare equipment, tools and materials | 2.1 | Identify equipment, tools and materials required |
| | | 2.2 | Arrange for supply of all tools, equipment and materials |
| | | 2.3 | Arrange for transport to site of all equipment, tools and materials |
| 3 | Set up work location | 3.1 | Assemble and check materials and tools for suitability for purpose |
| | | 3.2 | Establish required communication with site personnel |
| | | 3.3 | Establish a safe work area |
| | | 3.4 | Establish isolations and tag/lock out as required |
| | | 3.5 | Check tools, equipment and materials against site situation and conditions |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.


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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

This field allows for 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.

**Regulatory framework**

The latest version of all legislation, regulations, industry codes of practice and Australian/international standards, or the version specified by the local regulatory authority, must be used, and include one or more of the following:

- legislative requirements, including work health and safety (WHS)
- industry codes of practice and guidelines
- environmental regulations and guidelines
- Australian and other standards
- licence and certification requirements

**Procedures**

All operations must be performed in accordance with relevant procedures.

Procedures are written, verbal, visual, computer-based or in some other form, and include one or more of the following:

- work permits
- emergency procedures
- work instructions
- standard operating procedures (SOPs)
- safe work method statements (SWMS)
- formulas/recipes
- batch sheets
- temporary instructions
- any similar instructions provided for the smooth running of the plant

**Work requirements**

Work requirements are determined from one or more of the following:

- work orders
- specifications
- job descriptions
- designs


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- other documents

**On-site work**

On-site work is done in situ, not in a factory or workshop, and includes one or more of the following:

- conveyor belt splicing and repairs
- rubber lagging of conveyor drums
- rubber lining of tanks
- polymer piping systems installation or repairs
- polymer constructions (e.g. fume cupboards or signs)
- refractory lining
- concrete casting

**Isolations**

Isolations include one or more of the following:

- power supply
- tag locations
- process materials
- energy sources and
- equipment isolation system

**Safe work area**

Safe work area includes areas for one or more of the following:

- scaffolding
- lifting gear
- lay down area
- work area
- other equipment in appropriate locations

**Tools and equipment**

Tools and equipment include one or more of the following:

- manual handling aids
- hand winches
- portable power generators and vulcanising equipment
- knives and other cutting instruments
- portable hoists/lifting equipment not requiring any special permits or licences
- spanners, wrenches and hammers
- power operated hand tools, such as drills, cutting disks and sanders
- specialised tools for the job
- relevant PPE


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**Hazards**

Hazards include one or more of the following:

- manual handling hazards
- hand tools and handheld power tools (e.g. knife, cutting and grinding disk hazards)
- smoke, darkness and heat
- heat, smoke, dust or other atmospheric hazards
- electricity
- gas
- gases and liquids under pressure
- structural hazards
- structural collapse
- equipment failures
- industrial (machinery, equipment and product)
- equipment or product mass
- noise, rotational equipment or vibration
- limited head spaces or overhangs
- working at heights, in restricted or confined spaces, or in environments subjected to heat, noise, dusts or vapours
- fire and explosion
- flammability and explosivity
- hazardous products and materials
- unauthorised personnel
- sharp edges, protrusions or obstructions
- slippery surfaces, spills or leaks
- extreme weather
- other hazards that might arise

**Non-routine problems**

Routine problems must be resolved by applying known solutions.

Non-routine problems must be resolved by applying operational knowledge to develop new solutions, either individually or in collaboration with relevant experts, to:

- determine problems needing action
- determine possible fault causes
- develop solutions to problems which do not have a known solution
- follow through items initiated until final resolution has occurred
- report problems outside area of responsibility to designated person


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Non-routine problems are unexpected problems, or variations of previous problems and include one or more of:

- lack of accessibility
- equipment isolations
- logistics of materials and equipment to work site
- variations in materials and/or contamination of materials

Operational knowledge includes one or more of:

- procedures
- training
- technical information such as journals, engineering specifications
- remembered experience
- relevant knowledge obtained from appropriate people

# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSAPMOPS363A Organise on site work

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027


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# Assessment Requirements for MSMOPS363 Organise on-site work

## Modification History

Release 1. Supersedes and is equivalent to MSAPMOPS363A Organise on site work

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and must include the ability to:

- identify job requirements and site conditions and plan the work
- sequence and schedule work tasks and stages to maximise efficiency and meet quality specifications
- select and arrange all equipment and materials for the site and set up tools, equipment and materials on site
- identify hazards and apply relevant hazard controls
- read and interpret work specifications, work orders, job sheets and material labels
- communicate effectively with team/work group and other personnel at the site
- apply operational knowledge to non-routine problems.

## Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- organisational procedures, including:
  - work permit systems
  - safety, emergency and hazard control
  - relevant organisation standard operating procedures (SOPs)
- hazards that may arise in the job/work environment, including:
  - their possible causes
  - potential consequences
  - appropriate risk controls
- hierarchy of controls
- work flow sequences and materials demand
- factors and potential effects of variations in raw materials and equipment operation in relation to quality of product
- planning process, including breaking the work down into steps and stages
- products, materials and material characteristics.


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# Assessment Conditions

- The unit should be assessed holistically and the judgement of competence based on a holistic assessment of the evidence.
  - The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operations
  - will typically include a supervisor/third-party report focusing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - must include the use of appropriate tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems
  - may use industry-based simulation for all or part of the unit particularly where safety, lack of opportunity or significant cost is an issue.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment in a simulated environment should use evidence collected from one or more of:
  - walk-throughs
  - pilot plant operation
  - demonstration of skills
  - industry based case studies/scenarios
  - ‘what ifs’.
- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process, such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The regulatory framework will be reflected in workplace policies and procedures and is not required to be independently assessed.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- As a minimum, assessors must satisfy the Standards for Registered Training Organisations 2015 assessor requirements.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027


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# MSMPCI101 Adapt to work in industry

## Modification History

Release 1. Supersedes and is equivalent to MSAPCI101A Adapt to work in industry

## Application

This unit covers the fundamental knowledge and skills needed to adapt to the workplace when taking up employment within the manufacturing industry. It includes following industry and workplace guidelines and procedures in a day-to-day work context, as well as appropriate work behaviour.

This unit applies to learners seeking practical skills that are relevant and useful to the area in which the learner hopes to gain employment, is currently working, and/or as a pathway to further study.

This unit applies to a learning and assessment environment where access to normal production operations is not available. Typically this will be a VET in Schools delivery environment but it may be another simulated or trial manufacturing environment where a high degree of supervision exists. Students may be on work placement.

The unit has application in qualifications for all occupations in the manufacturing industry and it should be regarded as an integrating unit. When delivered/assessed as part of a qualification, this unit must be customised to ensure its relevance to the real or simulated work activities and related workplaces.

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

## Pre-requisite Unit

Nil

## Competency Field

Manufacturing pathways



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# Unit Sector

# Elements and Performance Criteria

| Elements describe the essential outcomes | | Performance criteria describe the performance needed to demonstrate achievement of the element | |
|---|---|---|---|
| 1 | Manage own learning | 1.1 | Consider and articulate own personal goals or vision |
| | | 1.2 | Identify opportunities for learning new ideas and techniques in relation to personal goals |
| | | 1.3 | Recognise personal learning needs and skill gaps |
| | | 1.4 | Identify opportunities for skills development activities in liaison with relevant personnel |
| | | 1.5 | Access and apply learning tools and practices to the job |
| | | 1.6 | Take advantage of on-the-job and off-the-job learning opportunities |
| 2 | Adapt to and demonstrate appropriate work practice | 2.1 | Identify and interpret work requirements with advice from appropriate persons |
| | | 2.2 | Use appropriate dress and behaviour in the workplace |
| | | 2.3 | Identify and balance work and personal priorities |
| | | 2.4 | Apply time management strategies to work duties |
| | | 2.5 | Tailor interactions with others to take into account different backgrounds, cultures and languages |
| 3 | Work within organisational requirements | 3.1 | Identify organisational requirements and key activities of the workplace |
| | | 3.2 | Identify and apply relevant workplace policies and guidelines to work undertaken, including work health and safety (WHS) requirements |
| | | 3.3 | Interpret the range of organisational values and cultural norms |


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| | | | |
|---|---|---|---|
| | | 3.4 | Discuss and clarify any uncertainties with key personnel |
| 4 | Identify the sectors of the industry | 4.1 | Identify the main sectors of the manufacturing industry, their key activities and the way in which they interrelate |
| | | 4.2 | Clarify the roles and responsibilities of the manufacturing industry |
| | | 4.3 | Identify key industry representatives and their roles |
| | | 4.4 | Identify current issues or events impacting on the industry |
| 5 | Identify industry sector products and services | 5.1 | Identify the products provided by the industry sector |
| | | 5.2 | Identify the services provided by the industry sector |
| | | 5.3 | Identify appropriate standards of service across the industry sector |
| | | 5.4 | Clarify quality standards for products and services as identified by the industry |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Range of Conditions

This field allows for 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.

| | |
|---|---|
| Skill gaps | Skills gaps relevant to work place requirements include one or more of the following:<br>• physical capacity skills |


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- workplace technology skills, such as business equipment, computer technology, machinery, hand tools, and security systems
- numeracy and literacy skills
- customer service skills
- communication skills, such as listening and understanding, speaking clearly/directly, reading and writing
- technical skills

**Skill development activities**

Skill development activities include one or more of the following:

- information technology (IT) courses
- human resources programs
- coaching and mentoring programs
- having the chance to learn a new task or to operate a new piece of equipment or workplace technology
- participating in external or internal training programs
- guided workplace experience

**Learning tools and practices**

Learning tools and practices include one or more of the following:

- note taking
- reviewing manuals and training guides
- discussion
- practice
- observation
- trial and error
- a combination of any of these

**On-the-job opportunities**

On-the-job opportunities include one or more of the following:

- filling in for a co-worker in a new area
- attending talks or seminars arranged by the workplace
- shadowing another co-worker in a different area
- receiving on-the-job training and supervised practice

**Off-the-job opportunities**

Off-the-job opportunities include one or more of the following:

- taking a course with a training provider
- attending conferences or seminars


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- attending site visits with a supervisor
- participating in workplace social events
- participating in community events

Appropriate **dress and behaviour**

Appropriate dress and behaviour includes:

- personal dress and presentation
- demeanour and attitude displayed to customers and fellow employees

**Time management strategies**

Time management strategies include one or more of the following:

- being punctual
- goal setting
- balancing work and personal priorities or agendas
- prioritisation of required tasks or activities
- planning daily or weekly work
- overcoming procrastination
- dealing with interruptions (contingency planning)
- organising own work environment

**Organisational requirements**

Organisational requirements include:

- organisational policies and guidelines
- common organisational practices
- performance plans
- WHS policies, procedures and programs

**Workplace policies and guidelines**

Workplace policies and guidelines include, but are not limited to:

- attendance
- punctuality
- standards for health and fitness
- obeying orders
- confidentiality
- dress codes
- alcohol and drug restrictions
- personal safety and duty of care related to WHS
- terms and conditions of employment


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**Organisational values**

Organisational values include one or more of the following:

- innovation
- community responsibility
- environment responsibility

**Cultural norms**

Cultural norms include:

- manners
- meanings specific to the language of the workplace
- history
- workplace etiquette

**Main sectors** of the industry

Main sectors of industry include:

- textiles, clothing and footwear
- furniture
- chemical manufacturing
- plastics and rubber products manufacturing
- maintenance and engineering
- manufacture of glass or concrete products

**Roles and** responsibilities of the industry

The roles and responsibilities of the industry include:

- providing quality products and services
- providing quality customer service
- providing proper training to those in the industry

**Key industry representatives**

Key industry representatives include:

- industry associations
- enterprises
- unions
- legislative bodies

**Current issues or events** include

Current issues or events include:

- economic
- environmental
- political


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- technological
- supply and demand

**Industry products**

Industry products are the outcomes of manufacturing processes and include one or more of the following:

- clothing and footwear
- concrete and glass products
- tyres and plastic car components
- electronic components
- metal products

**Industry services**

Industry services include one or more of:

- customer support
- product advice
- health and diet advice
- delivery services
- consulting services
- warrantees and/or guarantees

**Service standards**

Service standards include one or more of the following:

- developing and maintaining product and service knowledge
- identifying customer needs and expectations correctly
- meeting reasonable needs and request of customers within acceptable time frames
- taking opportunities to enhance the quality of products and services
- dealing with conflict situations
- responding to customer complaints
- maintaining a positive and cooperative manner
- establishing relationships with customers
- following appropriate hygiene and safety procedures
- referring difficult complaints to appropriate persons

**Quality standards**

Quality standards include one or more of the following:

- consistency standards
- quality specifications
- time requirements
- meeting customer requirements


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# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSAPCI101A Adapt to work in industry

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027


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# Assessment Requirements for MSMPCI101 Adapt to work in industry

## Modification History

Release 1. Supersedes and is equivalent to MSAPCI101A Adapt to work in industry

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and demonstrate the ability to:

- consistently apply required knowledge and skills when adapting to different workplace requirements, contexts and environments
- follow workplace work health and safety (WHS) and environmental protection procedures and responsibilities
- consistently follow relevant workplace procedures, policies, instructions and regulations, including relevant manufacturer's guidelines relating to the operation and use of equipment
- complete work systematically with required time management and attention to detail without damage to goods, equipment or personnel
- recognise limitations, ask for help and seek clarification or information about work requirements and procedures
- take prompt action to report and/or rectify any workplace problems in accordance with workplace procedures
- recognise and adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others
- identify and interpret information on sectors in the manufacturing industries
- articulate own goals and vision and identify skills gaps and ways they may be addressed
- identify and interpret information on the range of products and services produced by manufacturing industries
- identify and take advantage of learning opportunities in the workplace
- use literacy skills in regard to written and verbal communication in the workplace
- use basic interpersonal and communication skills, including listening and questioning and receiving feedback
- use workplace technology skills where appropriate or required.

## Knowledge Evidence

Must provide evidence that demonstrates knowledge of:

- current events, activities, products and services of the manufacturing industry
- workplace policies, procedures and guidelines
- time management strategies and appropriate workplace etiquette


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- workplace equipment, tools and other technologies used in the manufacturing industry and where and how to obtain information and instructions on their safe use and basic care and servicing
- sources of information on the industry sector and skills development activities.

## Assessment Conditions

- Assessment must occur in a simulated environment or a workplace.
- This unit must always be assessed in holistically in conjunction with other units of competency that form part of a specified job function.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Performance must be demonstrated consistently over a period of time and for a range of manufacturing contexts.
- Assessors must:
  - satisfy the Standards for Registered Training Organisations 2015 assessor requirements
  - have vocational competency in the manufacturing 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 manufacturing industry.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027


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# MSMPCI103 Demonstrate care and apply safe practices at work

## Modification History

Release 1. Supersedes and is equivalent to MSAPCI103A Demonstrate care and apply safe practices at work

## Application

This unit of competency covers the knowledge and skills needed to understand, apply and satisfy safe work practices in an industry. It includes identifying and following work procedures for hazards and risks, monitoring and maintaining cleanliness and tidiness at work, and reporting hazards and risks in appropriate ways. It applies to work health and safety (WHS) requirements and internal workplace policies and procedures.

This unit applies to learners seeking practical skills that are relevant and useful to the area in which the learner hopes to gain employment, is currently working, and/or as a pathway to further study.

This unit applies to a learning and assessment environment where access to normal production operations is not available. Typically this will be a VET in Schools delivery environment but it may be another simulated or trial manufacturing environment where a high degree of supervision exists. Students may be on work placement.

The unit has application in qualifications for all occupations in the manufacturing industry and it should be regarded as an integrating unit. When delivered/assessed as part of a qualification, the unit must be customised to ensure its relevance to real or simulated work activities and related workplaces.

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

## Pre-requisite Unit

Nil

## Competency Field

Manufacturing pathways



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# Unit Sector

# Elements and Performance Criteria

| Elements describe the essential outcomes | | Performance criteria describe the performance needed to demonstrate achievement of the element | |
|---|---|---|---|
| 1 | Follow workplace OHS procedures | 1.1 | Identify, interpret and apply relevant WHS, workplace hazard control procedures and safe work practices |
| | | 1.2 | Identify and adhere to workplace procedures for reporting hazards promptly and efficiently |
| | | 1.3 | Undertake all work activities in a safe manner according to WHS guidelines, enterprise policies and procedures |
| | | 1.4 | Assess the work area regularly and follow procedures to report, remove or minimise potential hazards |
| | | 1.5 | Use personal protective equipment (PPE) correctly in accordance with established safety and workplace procedures |
| 2 | Maintain personal wellbeing in the workplace | 2.1 | Identify risks to personal wellbeing which may affect safe performance in the workplace and use strategies to prevent and manage them |
| | | 2.2 | Identify, interpret and follow procedures for maintaining a tidy and clean personal work area |
| 3 | Identify and report on safety of self and others | 3.1 | Identify and correct or report situations which may endanger self or other workers |
| | | 3.2 | Report incidents and injuries to self or others on the job to appropriate persons and deal with them in a timely manner |
| | | 3.3 | Contribute to participative arrangements to foster safe working practices, as appropriate |
| 4 | Take action in | 4.1 | Recognise emergency situations and take action within |


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| | | |
|---|---|---|
| emergency situations | | scope of individual responsibility |
| | 4.2 | Follow emergency procedures in accordance with organisational procedures |
| | 4.3 | Seek assistance from colleagues and/or other authorities, where appropriate |

## Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

This field allows for 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.

**Hazard control procedures**

Hazard control procedures include one or more of the following:

- emergency, fire and accident procedures
- hazard identification and removal or, if this is not possible, establish a hazard control
- use of PPE
- relevant manufacturer guidelines relating to the operation and use of equipment
- WHS regulations
- safe use of mechanical, pneumatic, hydraulic and/or electrical equipment
- safe use of chemicals and toxic substances

**Workplace hazards**

Workplace hazards include, but are not limited to, one or more of the following:

- untidy work conditions, including poor and unnecessary obstacles and equipment in work areas
- sharp instruments or equipment
- excessive noise
- hot substances and equipment


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- electricity and water
- electrical equipment
- being careless when using cutting equipment or dealing with heat or hot surfaces
- damaged equipment
- moving machinery
- materials handling
- gases and liquids under pressure
- working at heights
- confined spaces
- inappropriate lifting practices
- dangerous floor surfaces
- movements of equipment, goods and vehicles
- chemicals and other harmful substances, including fumes and dust
- toxic substances
- damaged packing material and containers
- inflammable materials and fire hazards
- unavailable waste management and disposal procedures
- extremes in weather conditions
- unsuitable lighting levels
- water hazards
- dangerous storage areas

**Safe work practices**

Safe work practices include, but are not limited to, one or more of the following:

- manual handling procedures
- correct posture
- safe lifting and bending
- using appropriate PPE

**Risks to personal wellbeing**

Risk to personal wellbeing include, but are not limited to, one or more of the following:

- smoking, alcohol and drug use
- lack of sleep
- poor diet
- lack of exercise
- stress
- not using appropriate methods when lifting or moving heavy objects


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- not wearing proper PPE

**PPE**

PPE includes, but is not limited to, one or more of the following:

- gloves
- masks
- uniform
- safety headwear and footwear
- safety glasses
- two-way radios
- high visibility clothing

**Appropriate persons**

Appropriate persons include one or more of the following:

- workplace personnel
- supervisors
- team leaders
- management
- WHS personnel
- other persons authorised or nominated by the organisation

**Emergency situations**

Emergency situations include, but are not limited to, one or more of the following:

- accidents
- overheating equipment
- injuries, such as cuts, scalds and burns
- health conditions, such as fainting, asthma attacks and allergic reactions
- spills and leakages of harmful gas and liquids
- structural failures and breakages
- robbery
- fire
- flooding
- power failures or shorts

**Participative arrangements**

Participative arrangements include one or more of the following:

- workplace meetings
- suggestion schemes
- regular communications with team leaders
- information sessions


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# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSAPCI103A Demonstrate care and apply safe practices at work

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027


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# Assessment Requirements for MSMPCI103 Demonstrate care and apply safe practices at work

## Modification History

Release 1. Supersedes and is equivalent to MSAPCI103A Demonstrate care and apply safe practices at work

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria, and demonstrate the ability to:

- follow relevant workplace procedures, policies, instructions and regulations, including work health and safety (WHS) regulations and hazard prevention policies and procedures, environment protection, and manufacturer guidelines relating to the operation and use of equipment
- follow workplace procedures for hazard identification and risk control
- use relevant personal protective equipment (PPE)
- complete work systematically with required attention to detail without damage to goods, equipment or personnel
- use appropriate written and verbal communication in the workplace
- use basic interpersonal and communication skills, including listening and questioning, and receiving feedback
- promptly report workplace hazards and WHS incidents and take appropriate action
- solve or report problems identified when dealing with safety hazards and applying appropriate hazard control procedures
- recognise limitations, ask for help and seek clarification or information about work requirements and procedures.

## Knowledge Evidence

Must provide evidence that demonstrates knowledge of:

- procedures related to WHS to be followed in the work area concerned
- workplace hazards and ways to minimise or remove them
- workplace equipment, materials, housekeeping equipment and the processes and precautions for their use
- PPE relevant to the job and job context
- appropriate hygiene and safety standards.

## Assessment Conditions

- Assessment must occur in a simulated environment or a workplace.



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- This unit must always be assessed in holistically in conjunction with other units of competency that form part of a specified job function.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Performance must be demonstrated consistently over a period of time.
- Assessors must:
  - as a minimum, satisfy the Standards for Registered Training Organisations 2015 assessor requirements
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
  - have vocational competency in the manufacturing 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 manufacturing industry.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027


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# MSMPER200 Work in accordance with an issued permit

## Modification History

Release 1. Supersedes and is equivalent to MSAPMPER200C Work in accordance with an issued permit

## Application

This unit of competency covers the skills and knowledge required to work in accordance with an issued permit. It aims to ensure that people working under a permit to work understand the system, know the limitations of the permit under which they are working and comply with all the requirements of the permit. The people to whom this unit applies may be called 'permit recipients' or 'permit holders' by some organisations. Some organisations call 'permits' 'clearances'.

This unit of competency applies to persons who are required to conduct work activities under the authority of an issued permit to work and within the context and requirements of that permit. This typically applies to all work done by maintenance staff and contractors and also to any other non-process work performed on the plant.

This unit of competency applies to an individual working alone or as part of a team/work group and working in liaison with other team members, as appropriate.

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

## Pre-requisite Unit

Nil

## Competency Field

Work Control Systems

## Unit Sector

## Elements and Performance Criteria

| Elements describe the essential outcomes | Performance criteria describe the performance needed to demonstrate achievement of the element |
|---|---|



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| | | | |
|---|---|---|---|
| 1 | **Apply for permit** | 1.1 | Confirm the scope and location of the work to be done |
| | | 1.2 | Identify the need for a work permit for the work to be carried out |
| | | 1.3 | Identify the type of work permit required |
| | | 1.4 | Collate information required for the issue of the permit |
| | | 1.5 | Apply for the permit following the organisation's requirements |
| 2 | **Identify the scope of the permit** | 2.1 | Check that work to be done complies with the permit type |
| | | 2.2 | Check that the scope and location of work comply with the permit issued |
| | | 2.3 | Identify hazards and check that the hazard controls specified on the permit are consistent with the hazard analysis |
| | | 2.4 | Check that preparations specified on the permit have been completed |
| | | 2.5 | Sign onto/receive the permit |
| 3 | **Prepare for permitted work** | 3.1 | Maintain safe working conditions and environment by using available isolation procedures and safety equipment |
| | | 3.2 | Monitor plant conditions and hazards to ensure work under the permit remains safe |
| | | 3.3 | Ensure that appropriate personal protective equipment (PPE) is selected and worn, and emergency equipment is available, as required by the permit and relevant procedures |
| | | 3.4 | Inspect work area to ensure safety and compliance with permit requirements and procedures |


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|---|---|---|---|
| 4 | **Work in accordance with an issued permit** | 4.1 | Use required hazard reduction/control measures |
| | | 4.2 | Comply with requirements of the permit, including safety observer if required |
| | | 4.3 | Display issued permit on work site as required |
| | | 4.4 | Ensure compliance with scope, location and timeframe specified in the permit. |
| | | 4.5 | Seek variation to permit/new permit if job or work environment vary from that specified in the permit |
| | | 4.6 | Suspend job and make worksite safe before leaving job |
| | | 4.7 | Formally seek and receive authorised extensions to the permit when required |
| | | 4.8 | Give end-of-day status report to permit issuer |
| 5 | **Complete permit to work** | 5.1 | Obtain new permit or have existing permit revalidated before work is recommenced |
| | | 5.2 | Check the work conducted against the issued permit to ensure that all the nominated work requirements have been satisfied |
| | | 5.3 | Monitor general housekeeping to ensure that the site has been left in a clean and safe condition |
| | | 5.4 | Ensure personal lock outs/tag outs/isolations are removed in accordance with procedures |
| | | 5.5 | Communicate status of the work conducted and the results of the permit to relevant personnel |
| | | 5.6 | Complete documentation as required and have permit signed off when job is completed |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.


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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

This field allows for 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.

**Regulatory framework**

The latest version of all legislation, regulations, industry codes of practice and Australian/international standards, or the version specified by the local regulatory authority, must be used, and include one or more of the following:

- legislative requirements, including work health and safety (WHS)
- industry codes of practice and guidelines
- environmental regulations and guidelines
- Australian and other standards
- licence and certification requirements

**Procedures**

All operations must be performed in accordance with relevant procedures.

Procedures are written, verbal, visual, computer-based or in some other form, and include one or more of the following:

- work instructions
- standard operating procedures (SOPs)
- safe work method statements (SWMS)
- temporary instructions
- any similar instructions provided

**Work permits**

Work permits include one or more of the following:

- cold work/general permit to work
- excavation
- hot work
- vehicle entry
- minor repairs
- working at heights
- confined space entry
- other special permits where there is an appropriate sign-off as required

**Information required for**

Information required for the issue of the permit includes one or more of



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**permit**

the following:

- work description
- tools to be used
- process/methods of work/SOPs

Where hazardous materials are being used relevant material safety data sheets (MSDS) will also be required.

**Hazards**

Hazards include one or more of the following:

- slips and trips
- emergency equipment is unavailable
- smoke, darkness and heat
- heat, smoke, dust or other atmospheric hazards
- electricity
- gas
- gases and liquids under pressure
- structural hazards
- structural collapse
- industrial (machinery, equipment and product)
- equipment or product mass
- noise, rotational equipment or vibration
- limited head spaces or overhangs
- work where a fall by a person from one level to another is reasonably likely to cause injury
- working in restricted or confined spaces, or in environments subjected to heat, noise, dusts or vapours
- flammability and explosivity
- hazardous products and materials
- unauthorised personnel
- sharp edges, protrusions or obstructions, swarf and scrap
- spills or leaks
- extreme weather
- other hazards that might arise
- unsafe conditions developing through failure to conform with the provisions of a work permit
- hazards created by the nature or location of the work
- hazards created by the proximity of the work to other work or normal operations

**Display issued**

The permit holder must keep the issued permit with them on site. It must


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| | |
|---|---|
| **permit** | be displayed or ready to be shown as required by the site/job requirements, including one or more of the following:<br>• displayed in a mounting provided by the site<br>• accessible in a folder which is on the worksite<br>• carried in overall pockets in a manner which allows it to be readily shown on request |

# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSAPMPER200C Work in accordance with an issued permit

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027


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# Assessment Requirements for MSMPER200 Work in accordance with an issued permit

## Modification History

Release 1. Supersedes and is equivalent to MSAPMPER200C Work in accordance with an issued permit

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria, and demonstrate the ability to:

- identify type and scope of permit relevant to the job
- interpret and implement permit conditions
- identify changes to conditions which may lead to the permit being revoked before the job is completed
- monitor hazards and hazard controls.

## Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- different types of permits and the work they cover, including three (3) or more of:
  - cold work/general permit to work
  - excavation
  - hot work
  - vehicle entry
  - minor repairs
  - working at heights
  - confined space entry
  - other permit types as used on site
- the impact of the regulatory framework and organisation procedures under which the permit operates upon the particular job requiring the permit
- hazards associated with tasks covered by the permit and related hazard controls
- types of tests/inspections required for the issue of work permits including one (1) or more of:
  - atmospheric, oxygen/breathability
  - temperature
  - humidity
  - combustibles, oxygen, enriched or reduced
  - electricity
  - stored pressure/energy


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- flammability/explosivity
- toxicity
- electricity
- stored energy/pressure.

## Assessment Conditions

- Competency must be achieved before performing this work unsupervised. Therefore this unit will typically be assessed off the job. Where assessment is undertaken on the job, appropriate supervision and safety precautions must be provided.
- The unit should be assessed holistically and the judgement of competence based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should provide evidence of the ability to perform over the range of situations which might be expected to be encountered, including typical disruptions to normal, smooth work conditions
  - will typically include the use of appropriate tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems
  - may use industry-based simulation particularly where safety, lack of opportunity or significant cost is an issue.
- Off-the-job assessment must sufficiently reflect realistic operational workplace conditions that cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment in a simulated environment should use evidence collected from one or more of:
  - walk-throughs
  - demonstration of skills
  - industry-based case studies/scenarios
  - ‘what ifs’.
- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process, such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The regulatory framework will be reflected in workplace policies and procedures and is not required to be independently assessed.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- As a minimum, assessors must satisfy the Standards for Registered Training Organisations 2015 assessor requirements.


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# Links

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# MSMSUP102 Communicate in the workplace

## Modification History

Release 2. Equivalent. Minor edits for improved clarity. Range of conditions removed. Assessment conditions updated.

Release 1. Supersedes and is equivalent to MSAPMSUP102A Communicate in the workplace.

## Application

This unit describes the skills and knowledge required to receive, relay and record written and oral messages and to provide relevant information in response to requests within timelines.

This unit applies to personnel who are required to communicate clearly and accurately to record messages, seek clarification, access needed information, relay information to other people and complete workplace documentation.

This unit applies to all work environments.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must also be applied.

## Pre-requisite Unit

Nil

## Unit Sector

Support

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Receive and relay messages | 1.1 Receive message and confirm understanding<br>1.2 Accurately record the message<br>1.3 Relay message accurately to appropriate person or section within designated timelines |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Interpret messages | 2.1 Clarify message if necessary<br>2.2 Take appropriate action<br>2.3 Respond to communication problems |
| 3. Respond to request for information | 3.1 Acknowledge the request for information and clarify understanding<br>3.2 Access information from appropriate sources<br>3.3 Relay information to appropriate person or section in a manner appropriate for the receiver |
| 4. Complete workplace forms | 4.1 Select appropriate form<br>4.2 Assemble information required for form<br>4.3 Complete workplace form<br>4.4 Submit workplace form |

## Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Release 2. Supersedes and is equivalent to MSAPMSUP102A Communicate in the workplace.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027


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# Assessment Requirements for MSMSUP102 Communicate in the workplace

## Modification History

Release 2. Equivalent. Minor edits for improved clarity. Range of conditions removed. Assessment conditions updated.

Release 1. Supersedes and is equivalent to MSAPMSUP102A Communicate in the workplace.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- received, recorded and relayed messages, including:
  - listening attentively and asking questions to confirm understanding
- responded to at least one request for information in accordance with procedures, including:
  - using clear and concise language in both verbal and written communication
- completed workplace forms legibly and accurately

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- sources of information
- communication equipment
- organisation procedures, including:
  - telephone and communications protocols and/or procedures
  - documentation and record keeping
- types and meaning of workplace codes, numbers, symbols, signs and colours typically used in the work environment
- types, purpose and importance of workplace documentation
- workplace expectations for acceptable language and tone, including swearing, level of formality, courteousness and respect for diversity
- challenges in communicating with people from culturally and linguistically diverse (CALD) backgrounds in the workplace and possible strategies
- communication problems and corrective actions relevant to own role
-


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# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - workplace documentation and/or information
  - workplace forms.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027


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# MSMSUP106 Work in a team

## Modification History

Release 2. Equivalent. Minor edits for improved clarity. Range of conditions removed. Duplication between Performance Evidence and Performance Criteria removed. Assessment conditions updated.

Release 1. Supersedes and is equivalent to MSAPMSUP106A Work in a team.

## Application

This unit describes the skills and knowledge required to organise own activities within a team to fit with work schedules and to meet operational guidelines.

This unit applies to team members who are required to use interpersonal and communication skills to plan, organise and complete their work activities according to instructions and with limited discretionary powers.

This unit applies to all work environments.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must also be applied.

## Pre-requisite Unit

Nil

## Unit Sector

Support

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify work activities | 1.1 Identify task requirements of the team<br>1.2 Identify own tasks that are part of the team requirement<br>1.3 Prioritise team and individual activities as directed |
| 2. Organise daily work | 2.1 Break work activities down into small achievable components |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| plan | 2.2 Record activities as required by procedures<br>2.3 Seek assistance from other team members when difficulties in achieving allocated tasks arise |
| 3. Participate in a team | 3.1 Use communication and interpersonal skills to ensure effective teamwork<br>3.2 Acknowledge information and feedback provided by other team members in work group<br>3.3 Acknowledge team roles and support team members in achieving their role |

## Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Release 2. Supersedes and is equivalent to MSAPMSUP106A Work in a team.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027


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# Assessment Requirements for MSMSUP106 Work in a team

## Modification History

Release 2. Equivalent. Minor edits for improved clarity. Range of conditions removed. Duplication between Performance Evidence and Performance Criteria removed. Assessment conditions updated.

Release 1. Supersedes and is equivalent to MSAPMSUP106A Work in a team.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- participated in at least 1 work team to achieve allocated tasks
- used communication and interpersonal skills with:
  - team members
  - team leaders
  - supervisors.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- organisation procedures, including:
  - record keeping requirements
- own role in team and meeting team requirements and the role of other team members, team leaders and supervisors
- organisation work standards and how the team contributes to them
- interpersonal and communication techniques that promote effective teamwork including:
  - listening
  - questioning
  - paraphrasing
  - non-verbal communication
  - giving and receiving feedback.
  -

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies, as well as, using suitable facilities, equipment and resources.



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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027


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# MSMSUP240 Undertake minor maintenance

## Modification History

Release 2. Equivalent. Range of conditions removed. Duplication between Performance Evidence and Performance Criteria removed. Assessment conditions updated.

Release 1. Supersedes and is equivalent to MSAPMSUP240A Undertake minor maintenance.

## Application

This unit describes the skills and knowledge required to undertake minor maintenance and solve routine problems to procedures. Minor maintenance can include operational maintenance, general cleaning, part removal and part replacement and other activities that do not require a trade qualification.

This unit applies to an individual working alone or as part of a team or group and working in liaison with other shift team members and the control room operator, as appropriate.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must also be applied.

## Pre-requisite Unit

Nil

## Unit Sector

Support

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify maintenance requirements | 1.1 Identify equipment variations and/or irregularities using observed data and plant records<br>1.2 Assess the urgency and priority of the situation<br>1.3 Identify appropriate corrective action<br>1.4 Identify correct tools and materials<br>1.5 Assess the impact of the maintenance activity and communicate to |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | appropriate personnel<br>1.6 Identify hazards and risk controls<br>1.7 Identify work permit requirements |
| 2. Prepare for maintenance activity | 2.1 Ensure equipment is turned off and isolated according to procedures<br>2.2 Clear the area of obstructions and hazardous materials<br>2.3 Obtain appropriate tools, parts, materials and procedures<br>2.4 Obtain the appropriate work permits and adhere to the requirements<br>2.5 Communicate the impending maintenance activity to the appropriate personnel |
| 3. Perform maintenance activity | 3.1 Access all relevant information<br>3.2 Undertake maintenance activity according to procedures<br>3.3 Use tools and maintenance techniques correctly<br>3.4 Restore equipment to normal working condition<br>3.5 Leave the work area in a clean and safe condition<br>3.6 Ensure permits are signed-off as appropriate |
| 4. Test equipment | 4.1 Test equipment according to procedures<br>4.2 Return equipment to service<br>4.3 Ensure equipment meets normal operating requirements |
| 5. Record maintenance activity | 5.1 Complete maintenance logs and/or plant history records<br>5.2 Report maintenance activity to relevant personnel<br>5.3 Identify and report outstanding maintenance requirements to relevant personnel |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

Release 2. Supersedes and is equivalent to MSAPMSUP240A Undertake minor maintenance.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027


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# Assessment Requirements for MSMSUP240 Undertake minor maintenance

## Modification History

Release 2. Equivalent. Range of conditions removed. Duplication between Performance Evidence and Performance Criteria removed. Assessment conditions updated.

Release 1. Supersedes and is equivalent to MSAPMSUP240A Undertake minor maintenance.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- undertaken at least 1 minor maintenance activity, including:
  - using available data and records to recognise fault and no-fault conditions in standard and non-standard situations
  - applying operational guidelines and known solutions to correct variations and/or irregularities
  - applying approved hazard control, work permit and safety procedures.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- principles of operation of the equipment to be maintained
- function and troubleshooting of major internal components and their problems
- appropriate testing procedures and use of equipment for a range of equipment faults
- typical causes of equipment failures and the service conditions which may increase maintenance
- types and nature of maintenance (preventative, predictive, corrective) uses, benefits and limitations
- factors that may affect product quality or production output and appropriate remedies.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:



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- maintenance documentation, guidelines, procedures and schedules, including data and plant records
- maintenance tools and equipment, including personal protective equipment (PPE).

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027


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# MSMSUP273 Handle goods

## Modification History

Release 1. Supersedes and is equivalent to MSAPMSUP273A Handle goods

## Application

This unit of competency covers the skills and knowledge required to receive and despatch products and/or materials from either internal or external sources as an adjunct to the job of making product.

It applies to operators who are required to receive and process orders, maintain records, identify and select goods to be despatched and ensure they are despatched to the correct location.

This unit of competency applies to an individual working alone or as part of a team/work group and working in liaison with other shift team members and the control room operator, as appropriate.

This unit of competency focuses on processing goods to be despatched and/or received. The person undertaking this role may require additional competencies to cover the operation of forklift trucks or other regulated load shifting devices.

This competency is NOT intended for people who, as a major function, operate a store or warehouse. For these people warehousing units of competency should be used.

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

## Pre-requisite Unit

Nil

## Competency Field

Support



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# Unit Sector

# Elements and Performance Criteria

| Elements describe the essential outcomes | | Performance criteria describe the performance needed to demonstrate achievement of the element | |
|---|---|---|---|
| 1 | **Identify work requirements** | 1.1 | Read and interpret documentation |
| | | 1.2 | Identify required schedules for receipt or despatch |
| | | 1.3 | Identify correct product/material |
| | | 1.4 | Identify potential problems and required action/solution |
| | | 1.5 | Plan work sequence using workplace and product knowledge |
| | | 1.6 | Select appropriate materials handling equipment as required |
| | | 1.7 | Identify work health and safety (WHS) requirements |
| 2 | **Prepare for receiving or despatching goods** | 2.1 | Select and check goods for receiving/despatch against product/material knowledge, labels and other identification systems |
| | | 2.2 | Sort, assemble and consolidate products as necessary |
| | | 2.3 | Secure order and place in storage areas in accordance with schedule |
| | | 2.4 | Check order against receiving/despatch schedule and order form |
| 3 | **Move materials into/out of storage or to/from production** | 3.1 | Check paperwork and identity of materials |
| | | 3.2 | Check for completeness and/or damage |
| | | 3.3 | Take action on non-conforming products/materials |
| | | 3.4 | Move products/materials safely |
| | | 3.5 | Store materials safely as required |


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| | | | |
|---|---|---|---|
| | | 3.6 | Resolve routine problems that arise in accordance with procedures |
| 4 | **Complete materials movement records** | 4.1 | Complete materials movement records (in or out) |
| | | 4.2 | Update records as required |
| | | 4.3 | Complete other paperwork and records as required |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Range of Conditions

This field allows for 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.

**Regulatory framework**

The latest version of all legislation, regulations, industry codes of practice and Australian/international standards, or the version specified by the local regulatory authority, must be used, and include one or more of the following:

- legislative requirements, including work health and safety (WHS)
- industry codes of practice and guidelines
- environmental regulations and guidelines
- Australian and other standards
- licence and certification requirements

**Procedures**

All operations must be performed in accordance with relevant procedures.

Procedures are written, verbal, visual, computer-based or in some other form, and include one or more of the following:



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- emergency procedures
- work instructions
- standard operating procedures (SOPs)
- safe work method statements (SWMS)
- formulas/recipes
- batch sheets
- temporary instructions
- any similar instructions provided for the smooth running of the plant

**Documentation and records**

Documentation and records include:

- any information and data in relation to despatch, receipt, movement and storage of goods whether it is manual, paper-based, electronic or verbal, either in person or by phone/radio, and includes one or more of the following:
  - order requests
  - invoices
  - picking slips
  - labels
  - transportation requirements
  - bills of materials
  - inventory lists
  - databases

**Tools and equipment**

Tools and equipment include one or more of the following:

- mobile plant/fork lifts
- manual handling equipment
- hand tools
- shrink wrappers
- tape machine labellers
- loose bulk packing equipment
- computers and bar code readers
- bag filling equipment
- pallets
- wrapping machines
- personal protective equipment (PPE)
- distribution equipment, such as A-frames, stillages, containers, elevated platforms and communication equipment

**Hazards**

Hazards include one or more of the following:


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- inappropriate movements and postures
- manual handling hazards
- heat, smoke, dust or other atmospheric hazards
- electricity
- gas
- gases and liquids under pressure
- equipment failures
- industrial (machinery, equipment and product)
- equipment or product mass
- noise, rotational equipment or vibration
- hazardous products and materials
- unauthorised personnel
- sharp edges, protrusions or obstructions
- slippery surfaces, spills or leaks
- extreme weather
- other hazards that might arise

**Routine problems** Routine problems must be resolved by applying known solutions.

Routine problems are predictable and include one or more of the following:

- special storage requirements, including moisture and contamination control
- compatibility of goods in loads and in storage
- handling of incomplete loads (either in or out)
- handling of materials which do not meet specifications
- conflicting priorities
- incomplete or incorrect paperwork
- product requirements
- job priority
- product/material variations

Known solutions are drawn from one or more of the following:

- procedures
- training
- remembered experience

Non-routine problems must be reported according to according to relevant procedures.


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# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSAPMSUP273A Handle goods

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027


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# Assessment Requirements for MSMSUP273 Handle goods

## Modification History

Release 1. Supersedes and is equivalent to MSAPMSUP273A Handle goods

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and must include the ability to:

- identify and select goods to be moved in accordance with documentation
- apply known solutions to routine problems
- prepare and organise goods to be moved to fit with schedules
- select and use handling equipment
- read and interpret product specifications, job sheets, procedures, material labels and safety information
- complete documentation and records
- apply appropriate safety precautions and procedures.

## Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- organisation procedures, including:
  - safety, emergency and hazard control
  - inventory and ordering systems
- types and application of handling equipment and any licensing requirements
- manual handling techniques and ergonomics
- safe storage of dangerous goods and hazardous materials
- transport requirements and restrictions for products/materials
- production workflow requirements.

## Assessment Conditions

- The unit should be assessed holistically and the judgement of competence based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operations


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  - will typically include a supervisor/third-party report focusing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - must include the use of appropriate tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems
  - may use industry-based simulation for part but not all of the unit particularly where safety, lack of opportunity or significant cost is an issue.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment in a simulated environment should use evidence collected from one or more of:
  - walk-throughs
  - pilot plant operation
  - demonstration of skills
  - industry-based case studies/scenarios
  - ‘what ifs’.
- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process, such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The regulatory framework will be reflected in workplace policies and procedures and is not required to be independently assessed.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- As a minimum, assessors must satisfy the Standards for Registered Training Organisations 2015 assessor requirements.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027


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# MSMSUP390 Use structured problem-solving tools

## Modification History

Release 2. Equivalent. Minor edits for improved clarity. Range of conditions removed.

Release 1. Supersedes and is equivalent to MSAPMSUP390A Use structured problem-solving tools.

## Application

This unit describes the skills and knowledge required to use structured process improvement tools to solve process and other problems. It describes the broad application of in-depth and rigorous structured problem-solving techniques to identify opportunities for improvement.

This unit applies to experienced operators, team leaders, supervisors or people in similar roles who are required to identify improvements and/or solve problems beyond those associated directly with the process unit and/or equipment.

This unit applies to an individual working alone or as part of a team or group and working in liaison with other shift team members and the control room operator, as appropriate.

This unit of competency applies to all work environments.

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

## Pre-requisite Unit

Nil

## Unit Sector

Support

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify the problem | 1.1 Identify variances from desired operating and/or output parameters and quality<br>1.2 Define the extent, cause and nature of the problem by observation |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | and investigation<br>1.3 State and specify the problem clearly |
| 2. Determine fundamental cause of problem | 2.1 Select problem-solving tool appropriate to the problem and the context<br>2.2 Identify possible causes based on experience and the use of problem-solving tools and analytical techniques<br>2.3 Develop possible cause statements<br>2.4 Determine fundamental cause |
| 3. Determine corrective action | 3.1 Determine all possible options for resolution of the problem<br>3.2 Identify strengths and weaknesses of possible options<br>3.3 Determine corrective action to remove the problem and possible future causes<br>3.4 Develop implementation plans identifying measurable objectives, resource needs and timelines in accordance with safety and operating procedures<br>3.5 Develop recommendations for ongoing monitoring and testing |
| 4. Communicate recommendations | 4.1 Prepare report on recommendations<br>4.2 Present recommendations to appropriate personnel<br>4.3 Follow up recommendations |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Release 2. Supersedes and is equivalent to MSAPMSUP390A Use structured problem-solving tools


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027


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# Assessment Requirements for MSMSUP390 Use structured problem-solving tools

## Modification History

Release 2. Equivalent. Minor edits for improved clarity. Range of conditions removed.

Release 1. Supersedes and is equivalent to MSAPMSUP390A Use structured problem-solving tools.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- identified at least 1 problem
- analysed problem using at least 1 analysis tool drawn from each of 2 different groups of tools (basic, visual, process, business and organisation specific)
- selected the preferred solution
- developed and used an implementation plan, that includes:
  - specific, measurable, achievable, relevant, timed (SMART) objectives
  - resource requirements
  - methods for reaching objectives
  - timelines
  - methods of checking and adjusting adherence to plan
- communicated effectively with other personnel.
-

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- relevant organisation procedures
- risks, risk assessment and controls relevant to problem being analysed
- targets and measures for output and quality
- types and application of problem-solving tools and analytical techniques
- relevant equipment and operational processes.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies, as well as, using suitable facilities, equipment and resources.



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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027


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# MSMWHS100 Follow WHS procedures

## Modification History

Release 1. Supersedes and is equivalent to MSAPMOHS100A Follow OHS procedures

## Application

This unit of competency covers the skills and knowledge required to recognise hazards commonly occurring at the workplace and follow work health and safety (WHS) instructions and procedures.

It covers recognising known hazards, such as those identified in procedures or training, and identifying the underlying causes of these identified hazards.

This unit of competency applies to people on-site who are required to follow WHS instructions and procedures relating to the activity being undertaken. They will be aware of the importance of maintaining their own health and safety and the health and safety of others in the workplace and will also be capable of dealing with incidents and emergencies within their own scope of responsibility and under the direction of their supervisor for the site activity.

While the instructions and procedures must be derived from the relevant organisation WHS policies, the person is not required to understand or interpret these policies. This interpretation should be undertaken by their supervisor for the site activity when informing them of the WHS requirements.

This unit of competency applies to an individual who will be accompanied or directly supervised while on-site.

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

## Pre-requisite Unit

Nil

## Competency Field

Work health and safety



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# Unit Sector

# Elements and Performance Criteria

| Elements describe the essential outcomes | | Performance criteria describe the performance needed to demonstrate achievement of the element | |
|---|---|---|---|
| 1 | Recognise hazards | 1.1 | Identify hazards commonly found in the workplace |
| | | 1.2 | Check work area routinely before and during work |
| | | 1.3 | Describe causes of identified hazards |
| 2 | Follow procedures for hazard control | 2.1 | Follow procedures to remove or minimise hazards, within the scope of responsibilities and competencies |
| | | 2.2 | Use required personal protective and other safety equipment (PPE) |
| | | 2.3 | Describe the potential consequences of failing to follow these procedures and instructions |
| 3 | Follow emergency procedures | 3.1 | Recognise emergency/emergency alarm |
| | | 3.2 | Go to muster point following procedure |
| | | 3.3 | Follow instructions related to the emergency |
| 4 | Report problems | 4.1 | Report to appropriate people in accordance with workplace procedures when hazards or other problems arise |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.


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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

This field allows for 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.

**Regulatory framework**

The latest version of all legislation, regulations, industry codes of practice and Australian/international standards, or the version specified by the local regulatory authority, must be used, and include one or more of the following:

- legislative requirements, including work health and safety (WHS)
- industry codes of practice and guidelines
- environmental regulations and guidelines
- Australian and other standards
- licence and certification requirements

**Procedures**

All operations must be performed in accordance with relevant procedures.

Procedures are written, verbal, visual, computer-based or in some other form, and include one or more of the following:

- emergency procedures
- work instructions
- standard operating procedures (SOPs)
- safe work method statements (SWMS)
- temporary instructions
- any similar instructions provided for the smooth running of the plant

**Hazards**

Hazards include one or more of the following:

- slip/trip hazards
- PPE not available or not functional
- heat, smoke, dust or other atmospheric hazards
- electricity
- gas
- gases and liquids under pressure
- equipment in unsafe condition with hazard controls not functional
- noise, rotational equipment or vibration
- fire and explosion


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- flammability and explosivity
- hazardous products and materials
- sharp edges, protrusions or obstructions, swarf and scrap
- extreme weather
- other hazards that might arise

**Problems**

Problems must be reported and corrective action taken according to relevant procedures.

Problems include one or more of the following:

- recognition of hazards
- problems encountered in controlling risks associated with hazards
- observation of an injury and/or incident which occurred in the workplace
- clarification of understanding of WHS policies and procedures

**Appropriate personnel**

Appropriate personnel include one or more of the following:

- employer
- supervisor
- employees elected as WHS representatives
- other personnel with WHS responsibilities

**Reporting methods**

Reporting methods include one or more of the following:

- verbal
- written

# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSAPMOHS100A Follow OHS procedures

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027


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# Assessment Requirements for MSMWHS100 Follow WHS procedures

## Modification History

Release 1. Supersedes and is equivalent to MSAPMOHS100A Follow OHS procedures

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and demonstrate the ability to:

- recognise hazards
- use required personal protective equipment (PPE)
- take the action specified in the procedures
- report the situation as specified in the procedures

## Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- the rights and responsibilities of personnel under the WHS legislation
- hazard and emergency signs, labels and alarms
- hazards that may arise in the job/work environment, including:
  - their possible causes
  - potential consequences
  - appropriate risk controls
- types and application of PPE
- procedures for reporting WSE problems and taking action
- emergency procedures.

## Assessment Conditions

- Competency must be achieved before performing this activity. Therefore this unit will typically be assessed off the job. Where assessment is undertaken on the job, appropriate supervision and safety precautions must be provided.
- The unit should be assessed holistically and the judgement of competence based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should provide evidence of the ability to perform over the range of situations which might be expected to be encountered, including typical disruptions to normal, smooth work conditions
  - will typically include the use of appropriate tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems


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  - may use industry-based simulation particularly where safety, lack of opportunity or significant cost is an issue.
- Off-the-job assessment must sufficiently reflect realistic operational workplace conditions that cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment in a simulated environment should use evidence collected from one or more of:
  - walk-throughs
  - demonstration of skills
  - industry-based case studies/scenarios
  - ‘what ifs’.
- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process, such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The regulatory framework will be reflected in workplace policies and procedures and is not required to be independently assessed.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- As a minimum, assessors must satisfy the Standards for Registered Training Organisations 2015 assessor requirements.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027


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# MSMWHS200 Work safely

## Modification History

Release 3. Equivalent. Mapping information updated.

Release 2. Equivalent. Minor edits for improved clarity. Range of conditions removed. Duplication between Performance Evidence and Performance Criteria removed. Assessment conditions updated.

Release 1. Supersedes and is equivalent to MSAPMOHS200A Work safely.

## Application

This unit describes the skills and knowledge required to apply workplace policies and procedures to maintain a safe work environment for self and others. This includes identifying work health and safety (WHS) hazards, assessing risk and following safety procedures in the workplace with minimal supervision.

This unit applies to an individual working alone or as part of a team or group and working in liaison with other shift team members and the control room operator, as appropriate.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must also be applied.

## Pre-requisite Unit

Nil

## Unit Sector

Work health and safety

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Identify hazards and assess risk | 1.1 Identify hazards in the work area before and during work<br>1.2 Access and apply relevant safety data sheets (SDS)<br>1.3 Assess risks for the identified hazards |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 1.4 Identify controls for these hazards from procedures<br>1.5 Review effectiveness of controls within the scope of authority<br>1.6 Identify and report remaining risk |
| 2. Follow procedures for risk control | 2.1 Control risks when working under minimal supervision by following workplace procedures<br>2.2 Follow safety signs and other safety indicators and zones<br>2.3 Select, use and maintain relevant personal protective equipment (PPE)<br>2.4 Handle and store items and materials relevant to job safely |
| 3. Follow emergency procedures | 3.1 Recognise emergency situations<br>3.2 Take appropriate initial emergency action<br>3.3 Follow procedures for dealing with a range of site or plant emergencies |
| 4. Participate in the enhancement of safety | 4.1 Raise WHS issues with designated personnel in accordance with workplace procedures and relevant requirements of WHS legislation<br>4.2 Contribute to participative arrangements for WHS management in the workplace within organisation procedures and the scope of responsibilities and competencies<br>4.3 Provide input to minimise hazards in work area in line with organisation WHS procedures<br>4.4 Provide input to opportunities for development of work group's competencies in relation to WHS<br>4.5 Support the implementation of procedures to control risks using the hierarchy of control and in accordance with organisation procedures<br>4.6 Report to appropriate people in accordance with workplace procedures when non-routine hazards arise |
| 5. Work in accordance with WHS policies and procedures | 5.1 Follow workplace procedures to achieve a safe working environment in accordance with all relevant WHS legislation, including codes of practice relating to hazards within the workplace or industry<br>5.2 Identify the duties, rights and obligations of employees and employers under the relevant WHS legislation<br>5.3 Complete hazard, accident or incident reports as required by workplace procedures |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| | 5.4 Seek assistance with documentation and processes when needed |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Release 2. Supersedes and is equivalent to MSAPMOHS200A Work safely

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027


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# Assessment Requirements for MSMWHS200 Work safely

## Modification History

Release 3. Equivalent. Mapping information updated.

Release 2. Equivalent. Minor edits for improved clarity. Range of conditions removed. Duplication between Performance Evidence and Performance Criteria removed. Assessment conditions updated.

Release 1. Supersedes and is equivalent to MSAPMOHS200A Work safely.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- identified hazards relevant to work area and followed procedures to:
  - assess risks associated with the hazards
  - identify and apply standard controls
  - check that controls are in place and operational.
  -

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- organisational work health and safety (WHS) procedures, including procedures for reporting WHS problems and corrective actions
- duties, rights and obligations of employees and employers under the relevant WHS legislation as they relate to the job role
- hazards that may arise in the work environment, including:
  - their possible causes
  - potential consequences
  - appropriate risk controls
- hierarchy of control
- types and application of personal protective equipment (PPE)
- hazard and emergency signs, labels and alarms
- appropriate responses to non-standard situations.
-

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:



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- use of suitable facilities, equipment and resources, including:
  - WHS procedures, incident reporting documentation and safety data sheets (SDS).
  - personal protective equipment (PPE)

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027


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# MSMWHS300 Facilitate the implementation of WHS for a work group

## Modification History

Release 1. Supersedes and is equivalent to MSAPMOHS300A Facilitate the implementation of OHS for a work group

## Application

This unit of competency covers the skills and knowledge required to implement and monitor defined work health and safety (WHS) policies and procedures for a work group or area.

This unit of competency applies to people in a team leader or similar role and to people who are on a WHS committee.

It covers the ability to provide clear directions, information, instruction, training and appropriate supervision regarding the relevant state/territory WHS legislation, codes of practice, industry standards, workplace procedures and work instructions. It also covers the ability to coach team members to participate and contribute to WHS management issues.

This unit of competency applies to an individual working alone or as part of a team or group and working in liaison with other shift team members and the control room operator, as appropriate.

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

## Pre-requisite Unit

MSMWHS200 Work safely

## Competency Field

HSE



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# Unit Sector

# Elements and Performance Criteria

| Elements describe the essential outcomes | | Performance criteria describe the performance needed to demonstrate achievement of the element | |
|---|---|---|---|
| 1 | Communicate WHS information for co-workers in team | 1.1 | Accurately and clearly explain to the work group basic WHS rights, responsibilities and requirements |
| | | 1.2 | Provide, in a readily accessible manner, information on the relevant organisation WHS policies, procedures and programs, and accurately and clearly explain them to the work group |
| | | 1.3 | Regularly provide relevant information about identified hazards and the outcomes of risk assessment and risk control procedures, and accurately and clearly explain them to the work group |
| 2 | Coach co-workers in team | 2.1 | Establish mutual support groups, e.g. buddy system, to encourage effective development of individual and group competencies in WHS |
| | | 2.2 | Provide personal encouragement and assistance to team members to contribute to the management of WHS at the workplace |
| 3 | Facilitate the consultative process | 3.1 | Deal with, and promptly resolve, issues raised through consultation or refer to the appropriate personnel for resolution in accordance with workplace procedures |
| | | 3.2 | Seek input from work group on WHS issues and proposed changes to process, procedures or work place |
| | | 3.3 | Encourage and use feedback from individuals and teams to identify and initiate improvements in the management of WHS |
| | | 3.4 | Promptly inform the work group of the outcomes of consultation over WHS issues |


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| | | | |
|---|---|---|---|
| 4 | Implement and monitor organisation procedures for identifying hazards, and assessing and controlling risk | 4.1 | Implement and monitor WHS policies and procedures as defined by organisation |
| | | 4.2 | Monitor existing risk control measures and report results regularly |
| | | 4.3 | Access internal and external sources of relevant WHS information |
| | | 4.4 | Evaluate and identify inadequacies in existing risk control measures in accordance with the hierarchy of control, and report to designated personnel |
| | | 4.5 | Identify inadequacies in resource allocation for implementation of risk control measures and report to designated personnel |
| | | 4.6 | Identify actual/potential inadequacies in procedures and report to designated personnel |
| | | 4.7 | Identify actual/potential inadequacies in individual or team competency and report to designated personnel |
| 5 | Maintain and use WHS records | 5.1 | Accurately and legibly complete WHS records for work area, in accordance with workplace requirements for WHS records and legal requirements for the maintenance of records of workplace injury and disease |
| | | 5.2 | Use aggregated information from the area WHS records to identify hazards and monitor risk control procedures within work area according to procedures and within scope of responsibilities and competencies |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Range of Conditions

This field allows for 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.

**Regulatory framework**

The latest version of all legislation, regulations, industry codes of practice and Australian/international standards, or the version specified by the local regulatory authority, must be used, and include one or more of the following:

- legislative requirements, including work health and safety (WHS)
- industry codes of practice and guidelines
- environmental regulations and guidelines
- Australian and other standards
- licence and certification requirements

All operations to which this unit applies are subject to stringent health, safety and environment (HSE) requirements, which may be imposed through state/territory or federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between performance criteria and HSE requirements, the HSE requirements take precedence.

**Procedures**

All operations must be performed in accordance with relevant procedures.

Procedures are written, verbal, visual, computer-based or in some other form, and include one or more of the following:

- emergency procedures
- work instructions
- standard operating procedures (SOPs)
- safe work method statements (SWMS)
- formulas/recipes
- batch sheets
- temporary instructions
- any similar instructions provided for the smooth running of the plant

**Hazards**

Hazards include one or more of the following:

- smoke, darkness and heat
- electricity
- gas and
- gases and liquids under pressure
- structural hazards


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- structural collapse
- industrial (machinery, equipment and product)
- equipment or product mass
- noise, rotational equipment or vibration
- working at heights, in restricted or confined spaces, or in environments subjected to heat, noise, dusts or vapours
- flammability and explosivity
- hazardous products and materials
- sharp edges, protrusions or obstructions
- slippery surfaces, spills or leaks
- limited head spaces or overhangs
- unauthorised personnel
- other hazards that might arise

**Appropriate personnel**

Appropriate personnel include one or more of the following:

- employer
- supervisor
- employees elected as WHS representatives
- other personnel with WHS responsibilities

**WHS records**

WHS records include one or more of the following:

- hazard and incident reports
- logs/logs sheets
- inspection/start up/shut down checklists
- injury reports
- maintenance records

**WHS information sources**

WHS information sources include one or more of the following:

- WHS legislation, codes of practice and Australian and International standards
- WHS regulators
- WorkSafe Australia Guides
- industry bodies
- internet sites, journals and newsletters
- manufacturer manuals
- material safety data sheets (MSDS) and registers
- organisation WHS policies and procedures
- internal risk assessments, job safety analyses (JSAs) and workplace inspections


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- internal hazard and incident reports

# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSAPMOHS300A Facilitate the implementation of OHS for a work group

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027


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# Assessment Requirements for MSMWHS300 Facilitate the implementation of WHS for a work group

## Modification History

Release 1. Supersedes and is equivalent to MSAPMOHS300A Facilitate the implementation of OHS for a work group

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include the ability to:

- communicate using appropriate style and format for a range of stakeholders to:
  - promote and facilitate consultation and participation in the WHS processes
  - provide WHS information to work group
  - explain WHS procedures to work team members
  - report to designated personnel
  - seek input and feedback on WHS issues
  - undertake WHS issue resolution
- implement and monitor defined WHS activities for a work group or area
- encourage and assist the development of work group members
- evaluate and report on WHS procedures and practices
- participate in decisions which impact on WHS for the workgroup
- recognise a situation requiring action, including hazards, and take specified action to rectify or seek assistance as appropriate.

## Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job sufficient to operate independently and to solve routine and non-routine problems, including:

- assessment of risk and implementation of risk control measures
- rights and responsibilities of employees under WHS legislation
- obligations of employers under the WHS legislation, including duty of care
- regulatory requirements for WHS information and consultation and processes and arrangements to meet these obligations
- regulatory requirements for WHS record keeping and reporting
- regulatory requirements for training and licensing relevant to WHS
- the hierarchy of control
- counselling, disciplinary and issue resolution processes.


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# Assessment Conditions

- Where the candidate does not currently possess evidence of competency in MSMWHS200 Work safely, it may be co-assessed with this unit.
- The unit should be assessed holistically and the judgement of competence based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should provide evidence of the ability to perform over the range of situations which might be expected to be encountered, including typical disruptions to normal, smooth work conditions
  - will typically include a supervisor/third-party report focusing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - must include a demonstration of communication of WHS information to a group and the use of appropriate consultation and participation from within that group
  - may use industry-based simulation for all or part of the unit particularly where safety, lack of opportunity or significant cost is an issue.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment in a simulated environment should use evidence collected from one or more of:
  - walk-throughs
  - pilot plant operation
  - demonstration of skills
  - industry-based case studies/scenarios
  - ‘what ifs’.
- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process, such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- As a minimum, assessors must satisfy the Standards for Registered Training Organisations 2015 assessor requirements.


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027


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# MSS015022 Develop strategies for more sustainable use of resources

## Modification History

Release 1. Updated unit code. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

## Application

This unit describes the skills and knowledge to identify strategies for more sustainable uses of resources. The unit includes the identification of waste (muda) as part of a strategy for achieving better sustainability outcomes in a process as well as quantifying theoretical and actual resource (including energy) consumption.

This unit applies inside organisations and their value chains and specifically applies to the use of resources as part of an overall response to improving sustainability.

Where the carbon footprint (or water footprint or similar) of an organisation or value chain is known, the unit can be applied to developing strategies for the reduction of that footprint. A manager or technical specialist who has a major responsibility for sustainability as part of a broader work role would typically undertake this, or sustainability may be their primary work responsibility.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

Nil

## Competency Field

Sustainable operations

## Unit Sector

Not applicable

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | **Quantify** | 1.1 | Identify all significant resources used by process |



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| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| | **resource consumption** | 1.2 | Identify consumption measurements available for each resource |
| | | 1.3 | Quantify consumption for each resource |
| 2 | **Quantify resource loss** | 2.1 | Determine theoretical consumption of each resource |
| | | 2.2 | Compare theoretical consumption with actual consumption |
| | | 2.3 | Quantify loss (emission) for each resource |
| 3 | **Recommend strategies for reducing muda (waste)** | 3.1 | Short-list high emission process steps |
| | | 3.2 | Analyse process to identify emission steps or locations |
| | | 3.3 | Determine root cause of emission |
| | | 3.4 | Investigate methods for reducing emission |
| | | 3.5 | Develop strategies and recommendations for improvement |
| 4 | **Prepare resources use audit report** | 4.1 | Identify purpose of report and key stakeholders |
| | | 4.2 | Compile data, implications and recommendations |
| | | 4.3 | Consult with stakeholders |
| | | 4.4 | Write and present report |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS015002 Develop strategies for more sustainable use of resources.

# Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# Assessment Requirements for MSS015022 Develop strategies for more sustainable use of resources

## Modification History

Release 1. Updated unit code. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- quantified significant resource consumption and emission using materials balancing for at least 1 organisation or value chain, including developing strategies for reducing emissions and preparing and presenting a resources use audit report.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- the concept of muda (waste) and muda categories
- muda reduction methods and strategies
- methods and uses of material balancing
- methods and uses of energy balancing
- methods of comparing theoretical with actual resource consumption
- methods for mapping processes and resources consumed
- methods of measuring actual resource usage
- AS/NZS ISO 14001 Environmental Management Systems or its authorised replacement.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions, contingencies, facilities, equipment and resources.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# MSS015023 Design sustainable product or process

## Modification History

Release 1. Updated unit code. Changes to performance criteria. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

## Application

This unit describes the skills and knowledge to redesign an existing, or design a new, product or process to achieve optimal sustainability outcomes.

This unit applies inside organisations and their value chains. A manager or technical specialist who has a major responsibility for sustainability as part of a broader work role would typically undertake this unit, or sustainability may be their primary work responsibility. The manager or technical specialist may undertake this alone or as part of a team.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

Nil

## Competency Field

Sustainable operations

## Unit Sector

Not applicable

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. |
|---|---|---|
| 1 | **Define parameters of new or improved product** | 1.1 Consult with stakeholders to determine required function, performance and aesthetics of new product |
| | | 1.2 Identify market, expected time to market and cost constraints of product and production process |
| | | 1.3 Identify requirements with possible high sustainability impacts |


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| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| | | 1.4 | Negotiate requirements to achieve desired sustainability impacts |
| | | 1.5 | Develop agreed definition of product requirements |
| 2 | **Develop alternative product and process designs** | 2.1 | Identify alternative resource requirements |
| | | 2.2 | Identify alternative processes |
| | | 2.3 | Determine the possible sustainability impacts of different combinations of resources and processes |
| | | 2.4 | Test alternative product and process designs against original product requirement definitions |
| | | 2.5 | Identify product requirements which may be causing significant sustainability impacts |
| | | 2.6 | Renegotiate product requirements to lessen sustainability impacts |
| | | 2.7 | Short-list preferred resources and processes |
| 3 | **Evaluate life cycle impacts** | 3.1 | Estimate life cycle sustainability impacts for each short-listed alternative |
| | | 3.2 | Identify process steps with greatest sustainability impact |
| | | 3.3 | Evaluate process steps for alternatives and modifications with lower impact |
| | | 3.4 | Select alternative which best meets requirements and has the lowest sustainability impact |
| 4 | **Confirm design** | 4.1 | Develop selected design |
| | | 4.2 | Confirm life cycle sustainability impacts |
| | | 4.3 | Review design against product requirements |
| | | 4.4 | Obtain required authorisations |


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| | | |
|---|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
| | 4.5 | Document design in the required form |
| 5 **Prepare for implementation** | 5.1 | Consult with key stakeholders |
| | 5.2 | Identify key measures for monitoring implementation of design |
| | 5.3 | Identify data sources required by key measures |
| | 5.4 | Organise for data to be captured and manipulated |

## Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS015004 Design sustainable product or process.

## Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# Assessment Requirements for MSS015023 Design sustainable product or process

## Modification History

Release 1. Updated unit code. Changes to performance criteria. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- redesigned an existing, or designed a new, product or process for optimal sustainability outcomes.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- sustainability impacts from using different materials and different processes and to produce products of different specifications and life cycle outcomes
- alternative sources of materials and components and the sustainability differences of each
- alternative processes and the sustainability differences of each, including expression in terms of carbon equivalence
- product and process design
- new product parameters
- design documentation
- methods of monitoring of product development and manufacture.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions, contingencies, facilities, equipment and resources.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# MSS402001 Apply competitive systems and practices

## Modification History

Release 1 - Supersedes and is equivalent to MSS402001A Apply competitive systems and practices

## Application

This unit of competency covers the skills and knowledge required to implement basic improvement practices within an organisation using competitive systems and practices. The unit focuses on bringing together the basic concepts and the holistic application of these basic concepts and processes to operations. It would typically be carried out working as part of a team.

This unit applies to an individual in an organisation that has embarked on competitive systems and practices. The unit covers the skills and knowledge required to contribute to the competitive systems and practices processes and assumes that they are to be used within the scope of the individual's job and authority.

This unit requires the application of skills associated with planning and organising an individual's own role within the competitive systems and practices framework.

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

## Pre-requisite Unit

Nil

## Competency Field

Competitive systems and practices

## Unit Sector

Not applicable

## Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to



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| essential outcomes. | | demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | **Identify own place in the value chain** | 1.1 | Identify customers relevant to own work and their needs/requirements. |
| | | 1.2 | Identify suppliers for own work. |
| | | 1.3 | Identify value contributions along the chain. |
| | | 1.4 | Identify and recommend methods of increasing own contribution to the value chain. |
| 2 | **Improve the product and process value** | 2.1 | Identify customer features/benefits in the product and process. |
| | | 2.2 | Identify aspects of product and process which contribute to customer features/benefits. |
| | | 2.3 | Identify aspects of product and process which do not contribute to customer benefits/features. |
| | | 2.4 | Recommend methods of reducing waste and increasing features/benefits. |
| 3 | **Use competitive systems and practices** | 3.1 | Identify competitive systems and practices used in organisation and own work area. |
| | | 3.2 | Apply practices appropriate for the job or process. |
| | | 3.3 | Monitor the job/process and make adjustments to improve it in accordance with procedures. |
| | | 3.4 | Identify own skill requirements and seek skill development, if required. |

# Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Range of Conditions

This field allows for 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.

**Competitive systems and practices include one or more of:**

- lean operations
- agile operations
- preventative and predictive maintenance approaches
- statistical process control systems, including six sigma and three sigma
- Just in Time (JIT), kanban and other pull-related operations control systems
- supply, value, and demand chain monitoring and analysis
- 5S
- continuous improvement (kaizen)
- breakthrough improvement (kaizen blitz)
- cause/effect diagrams
- overall equipment effectiveness (OEE)
- takt time
- process mapping
- problem solving
- run charts
- standard procedures
- current reality tree.

**Customers include one or more of:**

- internal or external customers and should be sufficiently close to the individual's work as to be easily identifiable
- final customers used as the basis for the identification of value and waste.

**Suppliers include one or more of:**

- internal suppliers
- external suppliers sufficiently close to the individual's work as to be easily identifiable.

**Procedures (written, verbal, visual, computer based, etc.) include one or more of:**

- work instructions
- standard operating procedures (SOPs)
- safe work method statements
- formulas/recipes
- batch sheets
- temporary instructions


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- any similar instructions provided for the smooth running of the plant.

## Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS402001A Apply competitive systems and practices

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# Assessment Requirements for MSS402001 Apply competitive systems and practices

## Modification History

Release 1 - Supersedes and is equivalent to MSS402001A Apply competitive systems and practices

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability to always apply competitive systems and practices to their own job to:

- identify own place in the value chain relevant to their job
- use competitive systems and practices tools and thinking
- recommend improvements in product and/or process.

## Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role under routine only supervision, including:

- customer requirements and their role in fulfilling them
- the value chain for products they make and their place in it
- identification of muda (waste) and its reduction.

## Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operation of the workplace
  - will typically include a supervisor/third-party report focussing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - must include the application of competitive systems and practice in own workplace
  - will typically include the use of appropriate tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems.
- Assessment should occur in operational workplace situations.


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- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# MSS402002 Sustain process improvements

## Modification History

Release 1. Supersedes and is equivalent to MSS402002A Sustain process improvements

## Application

This unit of competency covers the skills and knowledge required by an individual to prevent process improvements in their own work from slipping back to former practices or digressing to less efficient practices.

This unit applies to organisations implementing competitive systems and practices and continuous improvement. It covers the skills needed to ensure that process improvements are sustained and opportunities taken to suggest further improvements.

Improvement initiatives can be made by any of a number of methods and by teams or individuals. The unit assumes that desired levels of performance or quality are known to employees.

The unit can be applied to all areas of an organisation, including production, maintenance, logistics and office functions.

This unit requires the application of skills associated with problem solving, initiative and enterprise and self-management in order to understand implement and monitor improvement practices. It also requires the ability to identify and address personal skill gaps in order to manage own ability to implement change.

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

## Pre-requisite Unit

Nil

## Competency Field

Competitive systems and practices



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# Unit Sector

Not applicable

# Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | **Examine previous improvements** | 1.1 | Identify impact of previous process improvements to equipment, operations, services or products in own work area. |
| | | 1.2 | Identify improvements where objectives have not been met. |
| 2 | **Implement corrective actions** | 2.1 | Identify corrective actions that can be taken by self on process improvements that have not met objectives. |
| | | 2.2 | Obtain any required approvals. |
| | | 2.3 | Identify any additional, personal skill gaps and seek skill development. |
| | | 2.4 | Adopt improved processes. |
| 3 | **Check changes** | 3.1 | Identify claimed improvements. |
| | | 3.2 | Identify methods of observing and measuring claimed improvements in own work area. |
| | | 3.3 | Check if claimed improvements are occurring and report problems in accordance with procedures. |
| 4 | **Check for further improvements** | 4.1 | Look for areas of possible further improvement. |
| | | 4.2 | Discuss further improvements with peers and supervisors. |
| | | 4.3 | Take action to implement improvements in accordance with procedures. |


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# Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Range of Conditions

This field allows for 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.

| | |
|---|---|
| **Competitive systems and practices include one or more of:** | • lean operations<br>• agile operations<br>• preventative and predictive maintenance approaches<br>• statistical process control systems, including six sigma and three sigma<br>• Just in Time (JIT), kanban and other pull-related operations control systems<br>• supply, value, and demand chain monitoring and analysis<br>• 5S<br>• continuous improvement (kaizen)<br>• breakthrough improvement (kaizen blitz)<br>• cause/effect diagrams<br>• overall equipment effectiveness (OEE)<br>• takt time<br>• process mapping<br>• problem solving<br>• run charts<br>• standard procedures<br>• current reality tree. |
| **Customers include one or more of:** | • internal customers<br>• external customers sufficiently close to the individual’s work as to be easily identifiable<br>• final customers used as the basis for the identification of value and waste. |
| **Suppliers include** | • internal suppliers |


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| | |
|---|---|
| **one or more of:** | • external suppliers sufficiently close to the individual's work as to be easily identifiable. |
| **Measuring improvements includes one or more of:** | • personally taking measurements<br>• arranging for measurements to be taken/made by appropriate personnel. |
| **Procedures (written, verbal, visual, computer based, etc.) include one or any combination of:** | • work instructions<br>• standard operating procedures (SOPs)<br>• safe work method statements<br>• formulas/recipes<br>• batch sheets<br>• temporary instructions<br>• any similar instructions provided for the smooth running of the plant. |
| **Corrective actions to sustain improvements include one or more of:** | • techniques for preventing mistakes by designing the operations process, equipment and tools so that an operation literally cannot be performed incorrectly (e.g. baka-yoke)<br>• techniques that generate warning signals where a mistake is about to be performed (poka-yoke)<br>• administrative techniques, such as procedure/work instruction changes<br>• skilling techniques, such as training, mentoring, demonstration<br>• process techniques, such as changing the process/conditions/variables. |

# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS402002A Sustain process improvements

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# Assessment Requirements for MSS402002 Sustain process improvements

## Modification History

Release 1. Supersedes and is equivalent to MSS402002A Sustain process improvements

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability to examine three (3) or more previous improvements, including one (1) or more where improvement objectives have not been met, and to:

- identify corrective actions that can be taken by self
- implement those corrective actions
- check whether the claimed improvements have occurred
- check for further improvements.

## Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role under routine only supervision, including:

- muda (waste)
- indicators of processes not delivering claimed improvements
- baka-yoke and poka-yoke techniques.

## Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operation of the workplace
  - will typically include a supervisor/third-party report focussing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - must include actions to sustain process improvements in own workplace
  - will typically include the use of appropriate tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems.
- Assessment should occur in operational workplace situations.


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- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# MSS402010 Manage the impact of change on own work

## Modification History

Release 1. Supersedes and is equivalent to MSS402010A Manage the impact of change on own work

## Application

This unit of competency covers the skills and knowledge required by an individual to effectively manage the changes in their own work resulting from their organisation's implementation of competitive systems and practices.

This unit applies to an individual in an organisation implementing competitive systems and practices that affect the individual's own work. The unit includes the skills required to positively participate in ongoing and continuous change as it affects their work. The individual will be expected to deal with these changes as part of a team and to give feedback from their own perspective.

This unit requires the application of skills associated with problem solving, planning and organising and self-management for assessing and managing the impact of change on own work. This unit also requires the ability to seek information and feedback from team members on the impact of changes and suggested improvements.

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

## Pre-requisite Unit

Nil

## Competency Field

Competitive systems and practices

## Unit Sector

Not applicable


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# Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | **Examine the impact of change on own work practices** | 1.1 | Identify competitive systems and practices relevant to changes in own work. |
| | | 1.2 | Examine changes to work flow. |
| | | 1.3 | Examine changes to equipment/process/physical environment. |
| | | 1.4 | Examine changes to work relationship with team members and other teams. |
| | | 1.5 | Examine changes to data collection needs. |
| | | 1.6 | Examine changed work for impacts on health, safety and environment (HSE). |
| | | 1.7 | Examine changes to quality requirements. |
| | | 1.8 | Identify any additional individual skill needs. |
| | | 1.9 | Identify other areas requiring assistance. |
| 2 | **Implement change** | 2.1 | Review changes which may have an adverse impact with team leader. |
| | | 2.2 | Adopt changes to individual work practice. |
| | | 2.3 | Seek assistance in gathering/processing data, as required. |
| | | 2.4 | Implement the data collection/processing and take actions on resulting information in accordance with procedures. |
| | | 2.5 | Seek assistance/training to meet needs caused by change. |
| 3 | **Implement continuous improvement** | 3.1 | Critically examine all changes. |
| | | 3.2 | Identify impacts of changes both up and down the immediate value stream. |


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3.3 Identify areas for improvement.

3.4 Make recommendations for improvement in accordance with procedures.

## Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

This field allows for 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.

| | |
|---|---|
| **Competitive systems and practices include one or more of:** | • lean operations<br>• agile operations<br>• preventative and predictive maintenance approaches<br>• statistical process control systems, including six sigma and three sigma<br>• Just in Time (JIT), kanban and other pull-related operations control systems<br>• supply, value, and demand chain monitoring and analysis<br>• 5S<br>• continuous improvement (kaizen)<br>• breakthrough improvement (kaizen blitz)<br>• cause/effect diagrams<br>• overall equipment effectiveness (OEE)<br>• takt time<br>• process mapping<br>• problem solving<br>• run charts<br>• standard procedures<br>• current reality tree. |
| **Impact of change** | • elements being undertaken individually or as part of a team |


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| | |
|---|---|
| **may include one or more of:** | • seeking assistance from team leaders for areas outside the employee's range of responsibility and authority. |
| **Procedures (written, verbal, visual, computer based, etc.) include one or more of:** | • work instructions<br>• standard operating procedures (SOPs)<br>• safe work method statements<br>• formulas/recipes<br>• batch sheets<br>• temporary instructions<br>• any similar instructions provided for the smooth running of the plant. |
| **Gathering and monitoring performance data include one or more of:** | • manual gathering by individual employees through charts, tally sheets or keypad/board entry<br>• automatic collection through software, such as SCADA software, ERP systems, MRP and proprietary systems. |
| **Continuous improvement (kaizen) includes evaluation of one or more of:** | • time required<br>• resources used<br>• resultant quality<br>• other aspects relevant to the process. |
| **Stages where value stream actions may occur include one or more of:** | • sales outlet/representative<br>• information gathering, data analysis and research<br>• product design<br>• raw material sourcing<br>• intermediate processing<br>• final assembler/collation/preparation<br>• support services (e.g. accounting, finance and legal)<br>• storage and delivery to customer<br>• after market support. |

# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS402010A Manage the impact of change on own work


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# Links

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# Assessment Requirements for MSS402010 Manage the impact of change on own work

## Modification History

Release 1. Supersedes and is equivalent to MSS402010A Manage the impact of change on own work

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability, for one (1) or more changes, to:

- identify competitive systems and practices used in their own workplace
- identify change and its impact on own work practices in relation to implementation of competitive systems and practices
- adopt change and seek any required assistance
- identify areas for improvement.

## Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role under routine only supervision:

- features of common competitive systems and practices in use in own workplace
- sources of data on the process/plant
- methods of determining own skill needs
- health, safety and environment (HSE) principles relevant to own job
- change implementation contacts and procedures
- employee assistance mechanisms within organisation.

## Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operation of the workplace
  - will typically include a supervisor/third-party report focusing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - must include evidence of responding to change in own workplace


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    - will typically include the use of appropriate tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems.
- Assessment should occur in operational workplace situations. Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required including, relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
    - relevant VET or other qualification/Statement of Attainment AND/OR
    - relevant workplace experience
- Currency can be demonstrated through:
    - performing the competency being assessed as part of current employment OR
    - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# MSS402020 Apply quick changeover procedures

## Modification History

Release 1. Supersedes and is equivalent to MSS402020A Apply quick changeover procedures

## Application

This unit of competency covers the skills and knowledge required to apply quick changeover procedures in an organisation implementing competitive systems and practices.

This unit applies to individuals in an organisation which is implementing competitive systems and practices and is pursuing quick changeover as one of its competitive operations tools. The unit can apply to quick changeovers of equipment, processes, batches or product type. It requires the application of skills associated with applying quick changeover procedures, including the planning and organising of own work, identifying problems and making suggestions for improvement of procedures.

Particular technical skills may also be required in some operations sectors and for some jobs. These skills should be gained from the Training Package relevant to the individual's industry and occupation.

This unit may not be applicable to a totally continuous operation producing only the one product, or simultaneous range of products. The unit is also not applicable to a maintenance/PVI shutdown as experienced by continuous process manufacturers.

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

## Pre-requisite Unit

Nil

## Competency Field

Competitive systems and practices

## Unit Sector

Not applicable



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# Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | **Prepare for changeover** | 1.1 | Determine when changeover will be required. |
| | | 1.2 | Review plans and instructions for quick changeover. |
| | | 1.3 | Identify role of others in quick changeover. |
| | | 1.4 | Obtain all required tools/parts/materials for changeover. |
| | | 1.5 | Organise process and tools/parts/materials ready for changeover. |
| 2 | **Make quick changeover** | 2.1 | Plan changeover according to quick changeover principles. |
| | | 2.2 | Liaise and work with relevant people in quick changeover. |
| | | 2.3 | Complete changeover according to procedures. |
| | | 2.4 | Check output meets specification. |
| | | 2.5 | Debrief with all relevant stakeholders. |
| | | 2.6 | Note any steps which cause a problem. |
| | | 2.7 | Recommend changes to problematic steps. |
| 3 | **Improve work health and safety (WHS)** | 3.1 | Identify hazards to self or others in all steps/actions. |
| | | 3.2 | Determine risks from each hazard. |
| | | 3.3 | Identify actions which may be performed in a more ergonomic manner. |
| | | 3.4 | Recommend changes to improve WHS. |


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# Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Range of Conditions

This field allows for 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.

| | |
|---|---|
| **Competitive systems and practices include one or more of:** | • lean operations<br>• agile operations<br>• preventative and predictive maintenance approaches<br>• monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems<br>• statistical process control systems, including six sigma and three sigma<br>• Just in Time (JIT), kanban and other pull-related operations control systems<br>• supply, value, and demand chain monitoring and analysis<br>• 5S<br>• continuous improvement (kaizen)<br>• breakthrough improvement (kaizen blitz)<br>• cause/effect diagrams<br>• overall equipment effectiveness (OEE)<br>• takt time<br>• process mapping<br>• problem solving<br>• run charts<br>• standard procedures<br>• current reality tree. |
| **Changeover may include one or more of:** | • an exchange of equipment (often dies or tools (traditional))<br>• a change between products/batches or between campaigns or processes. It may be any quantum change to produce a different product or undertake a different process. |


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| | |
|---|---|
| **Set-up can be divided into two types:** | • internal set-up (requires work to stop, work that can be done only when the machine or process is not actively engaged in production, computers etc. need to be reset and restarted)<br>• external set-up (work can continue during the changeover, work can be done concurrently with the machine or process performing production duties). |
| **Set-up time includes:** | • the work time required to change over a machine or process from one item or operation to the next item or operation. |
| **Procedures (written, verbal, visual, computer based, etc.) include one or more of:** | • work instructions<br>• standard operating procedures (SOPs)<br>• safe work method statements<br>• formulas/recipes<br>• batch sheets<br>• temporary instructions<br>• any similar instructions provided for the smooth running of the plant. |

# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS402020A Apply quick changeover procedures

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# Assessment Requirements for MSS402020 Apply quick changeover procedures

## Modification History

Release 1. Supersedes and is equivalent to MSS402020A Apply quick changeover procedures

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability, for three (3) or more quick changeovers, to:

- identify the scope and equipment to be used in a quick changeover implemented in their own workplace
- plan and complete changeover
- identify problems in quick changeovers
- contribute suggestions for improvement.

## Knowledge Evidence

- Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role under routine only supervision and to solve routine problems, including knowledge of:
- principles of quick changeover, including:
  - setting of target time for changeover
  - conversion of internal set-up time to external set-up time, where appropriate
  - simplification of changeover steps
  - monitoring and continuous improvement of changeovers
- purpose and requirements of changeover
- minimisation of changeover waste (e.g. scrap and energy)
- quality requirements for products and purposes
- relevant operational procedures
- health, safety and environment (HSE) principles relevant to own job.

## Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operation of the workplace


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  - will typically include a supervisor/third-party report focussing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - must include actual quick changeovers, the use of appropriate tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems.
- Assessment should occur in operational workplace situations. Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# MSS402021 Apply Just in Time procedures

## Modification History

Release 1. Supersedes and is equivalent to MSS402021A Apply Just in Time procedures

## Application

This unit of competency covers the skills and knowledge required to work in an organisation implementing and/or utilising Just in Time (JIT) procedures.

This unit applies to an individual working in an organisation following JIT who will need to follow procedures which are specific to JIT, such as the controlled flow of material (e.g. the use of kanban and elimination of waste). This will involve the individual in the application of the pull system to their job and the authorisation of product/material flows in accordance with procedures and their level of authority.

This unit requires the application of skills associated with planning and organising and self-management to deliver product on demand using necessary tools, equipment and processes to meet production requirements. The unit also requires an ability to recognise and act on problems that may interfere with meeting production demands.

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

## Pre-requisite Unit

Nil

## Competency Field

Competitive systems and practices

## Unit Sector

Not applicable

## Elements and Performance Criteria

| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
|---|---|


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| | | | |
|---|---|---|---|
| 1 | **Respond to indicator of demand** | 1.1 | Identify pull of product through work role. |
| | | 1.2 | Recognise indicator of flow authorisation. |
| | | 1.3 | Identify production or service required. |
| 2 | **Make products or deliver service to demand** | 2.1 | Make product or deliver service as required by ticket. |
| | | 2.2 | Identify any factors likely to prevent demand being satisfied in own work or work of the team. |
| | | 2.3 | Take action in accordance with procedures. |
| 3 | **Update demand information as required** | 3.1 | Record information on ticket to procedures, as required. |
| | | 3.2 | Facilitate operation of flow authorisation as part of work. |
| 4 | **Recommend improvements** | 4.1 | Examine the operation of the JIT system as it relates to own work. |
| | | 4.2 | Identify areas for improvement. |
| | | 4.3 | Identify any additional personal skill requirements to implement JIT procedures. |
| | | 4.4 | Recommend improvements. |

# Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Range of Conditions

This field allows for different work environments and conditions that may affect


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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.

| | |
|---|---|
| **Competitive systems and practices include one or more of:** | • lean operations<br>• agile operations<br>• preventative and predictive maintenance approaches<br>• statistical process control systems, including six sigma and three sigma<br>• Just in Time (JIT), kanban and other pull-related operations control systems<br>• supply, value, and demand chain monitoring and analysis<br>• 5S<br>• continuous improvement (kaizen)<br>• breakthrough improvement (kaizen blitz)<br>• cause/effect diagrams<br>• overall equipment effectiveness (OEE)<br>• takt time<br>• process mapping<br>• problem solving<br>• run charts<br>• standard procedures<br>• current reality tree. |
| **JIT requires availability:** | • precisely when the service, product or operation is to be produced or undertaken<br>• in the right quantity and at the right quality. |
| **Product includes one or more of:** | • a physical product<br>• a supporting utility service, such as water, gas and power<br>• some other service (e.g. cranes and forklifts). |
| **Indicator of demand includes one or more of:** | • kanban bin, ticket or similar<br>• some other indicator of demand pull which authorises production or movement of an item (in some plants, this may also include authorisation using SCADA software). |
| **Procedures (written, verbal, visual, computer based, etc.) include one or** | • work instructions<br>• standard operating procedures (SOPs)<br>• safe work method statements<br>• formulas/recipes |


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**more of:**

- batch sheets
- temporary instructions
- any similar instructions provided for the smooth running of the plant.

## Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS402021A Apply Just in Time procedures

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# Assessment Requirements for MSS402021 Apply Just in Time procedures

## Modification History

Release 1. Supersedes and is equivalent to MSS402021A Apply Just in Time procedures

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability, for one (1) or more JIT procedures, to:

- identify the indicators of demand and the flow authorisation system in their own workplace
- relate products and services supplied by suppliers and customers to the flow authorisation system
- interpret received indicators of demand correctly for quantity, quality and time of delivery
- contribute suggestions for improvement.

## Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role under routine only supervision, including:

- JIT methods relevant to own job
- relevant indicator of demands for own job
- own role in flow authorisation
- faults and other issues that may threaten the JIT delivery of own product or service
- procedures for recommending improvements.

## Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operation of the workplace
  - will typically include a supervisor/third-party report focussing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - must include JIT procedures in own workplace


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    - will typically include the use of appropriate tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems.
- Assessment should occur in operational workplace situations. Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
    - relevant VET or other qualification/Statement of Attainment AND/OR
    - relevant workplace experience
- Currency can be demonstrated through:
    - performing the competency being assessed as part of current employment OR
    - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# MSS402031 Interpret product costs in terms of customer requirements

## Modification History

Release 1. Supersedes and is equivalent to MSS402031A Interpret product costs in terms of customer requirements.

Release 2. Unit code in Application updated. Equivalent outcome.

## Application

This unit of competency covers the skills and knowledge required by an individual to be able to identify the major cost components of either products or processes, the basic relationship of these to customer benefit, and use this to help minimise waste (defined as anything not delivering value as defined by the customer). It has a different focus to *MSS402082 Apply cost factors to work practices*, which focuses on costs in isolation, whereas this unit regards all costs not directly leading to customer benefit as waste.

This unit applies to an individual who uses their understanding of the customer's requirements of the product or process being undertaken as the basis for investigating work processes to identify waste sources and then takes action relevant to their level of competency and authority to reduce this waste. It requires an understanding of both the cost factors in the products they make and also the benefits which the customer derives from the product.

This competency may be performed individually or in a team-based environment.

This unit requires the application of skills associated with analysis and problem solving to identify waste and determine ways to minimise waste. This unit requires initiative and enterprise and application of learning in concepts of waste and waste minimisation.

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

## Pre-requisite Unit

Nil

## Competency Field

Competitive systems and practices

## Unit Sector

Not applicable



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# Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | **Identify cost components deriving from customer benefit and other costs** | 1.1 | Identify customer features/benefits in product or process being undertaken. |
| | | 1.2 | Identify cost components which deliver customer features/benefits and those which do not. |
| 2 | **Compare required performance of product or process steps with actual performance** | 2.1 | Identify performance required to meet customer needs in own work and that of team. |
| | | 2.2 | Identify actual performance. |
| | | 2.3 | Compare cost components of products or process with current customer-related targets. |
| | | 2.4 | Separate costs components into those that contribute to customer features/benefits and those that do not. |
| | | 2.5 | Determine non-contributing cost components which are under control of the individual or team. |
| 3 | **Minimise waste** | 3.1 | Recommend changes to eliminate or reduce waste. |
| | | 3.2 | Adopt changes which minimises waste. |
| | | 3.3 | Monitor effect of changes to ensure gains are made against customer features/benefits. |

# Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Range of Conditions

This field allows for different work environments and conditions that may affect


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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.

**Competitive systems and practices include one or more of:**

- lean operations
- agile operations
- preventative and predictive maintenance approaches
- statistical process control systems, including six sigma and three sigma
- Just In Time (JIT), kanban and other pull-related operations control systems
- supply, value, and demand chain monitoring and analysis
- 5S
- continuous improvement (kaizen)
- breakthrough improvement (kaizen blitz)
- cause/effect diagrams
- overall equipment effectiveness (OEE)
- takt time
- process mapping
- problem solving
- run charts
- standard procedures
- current reality tree.

**Customer features/ benefits include all of:**

- characteristics of the product or service which the customer perceives as meeting their need
- characteristics of the product or service which the customer perceives as adding value
- financial or features items which the customer perceives and a benefit.

**Performance includes all of:**

- takt - the allowable time to produce one product at the rate and quality customers are demanding it
- the rate of output of the plant compared to the takt time.

**Customer-related targets includes all of:**

- internally set financial targets that contribute to meeting customer features/benefits
- operational targets that contribute to meeting customer features/benefits
- other targets that contribute to meeting customer features/benefits.


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| | |
|---|---|
| **Contributing cost components include all of:** | • costs that make a direct contribution to customer features/benefits.<br>• costs that need to be incurred (although they may be minimised) in order to gain the customer feature/benefit. |
| **Non-contributing cost components include all of:** | • costs that do not contribute to customer features/benefits<br>• costs that must be maintained, such as regulatory compliance costs which do not contribute to customer features and so should be minimised<br>• costs that neither contribute to customer features/benefits nor must be maintained (muda) and so should be eliminated if possible. |
| **Muda (waste) includes all of:** | • any activity which does not contribute to customer or organisation benefit/features in the product<br>• activities which do not yield any benefit to the organisation or any benefit to the organisation's customers<br>• excess production and early production<br>• delays<br>• movement and transport<br>• poor process design<br>• inventory<br>• inefficient performance of a process<br>• making defective items. |

# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS402031A Interpret product costs in terms of customer requirements

# Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# Assessment Requirements for MSS402031 Interpret product costs in terms of customer requirements

## Modification History

Release 1. Supersedes and is equivalent to MSS402031A Interpret product costs in terms of customer requirements.

Release 2. Unit code in Application updated. Equivalent outcome.

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability, on **one (1)** or more occasions to recommend muda reduction related to their workplace, and to:

- identify and distinguish between cost components leading to customer benefit or otherwise
- take steps to minimise muda in their workplace.

## Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role under routine only supervision, including:

- contributions towards customer perceived benefit
- concepts of expense, income and capital
- fixed and variable cost components relevant to own work:
  - power/energy
  - materials, plant and equipment
  - production or process time, including impact of salary and wages
  - office expenses
  - government taxes and charges
- relative impact of each of these
- financial and non-financial impacts of cost reductions
- the difference between internally and externally controlled costs
- difference between overhead, labour and consumables.

## Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence is best done from a report and/or folio of evidence drawn from:



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  - a single project which provides sufficient evidence of the requirements of all the elements and performance criteria
  - multiple smaller projects which together provide sufficient evidence of the requirements of all the elements and performance criteria.
- A third-party report, or similar, may be needed to testify to the work done by the individual, particularly when the project has been done as part of a project team.
- Assessment should use a real project in an operational workplace.
- Knowledge evidence may be collected concurrently with performance evidence or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

# Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# MSS402040 Apply 5S procedures

## Modification History

Release 1. Supersedes and is equivalent to MSS402040A Apply 5S procedures

Release 2. Duplicated performance Criteria removed. Equivalent outcome.

## Application

This unit of competency covers the skills and knowledge required by an individual to apply 5S procedures to their own job and work area. The unit assumes the individual has a particular job and an allocated work area and that processes in the work area are known by the individual.

This unit applies to an individual in an organisation who works in an operational position as part of production, maintenance, logistics, etc. The unit can also apply to individuals in other organisations who have a discrete role and responsibility for individually managed processes.

This unit applies where an organisation has decided to embark on a competitive systems and practices strategy and as part of this has adopted the philosophy of 5S as one of the tools to improve performance. The employee needs to apply 5S to their job and work area and maintain the housekeeping and other standards set by 5S.

This unit requires the application of skills associated with planning and organising, problem solving and self-management, in order to identify and implement 5S housekeeping practices.

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

## Pre-requisite Unit

Nil

## Competency Field

Competitive systems and practices

## Unit Sector

Not applicable

## Elements and Performance Criteria

| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
|---|---|



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| | | | |
|---|---|---|---|
| 1 | **Sort needed items from unneeded** | 1.1 | Identify all items in the work area. |
| | | 1.2 | Sort items to achieve deliverables and value expected by downstream and final customers. |
| | | 1.3 | Sort items required for regulatory or other required purposes. |
| | | 1.4 | Place any non-essential item in an appropriate place other than the workplace. |
| | | 1.5 | Regularly check that only essential items are in the work area. |
| 2 | **Set the workplace in order** | 2.1 | Identify the best location for each essential item. |
| | | 2.2 | Place each essential item in its assigned location. |
| | | 2.3 | After use immediately return each essential item to its assigned location. |
| | | 2.4 | Regularly check that each essential item is in its assigned location. |
| 3 | **Shine the work area** | 3.1 | Keep the work area clean and tidy at all times. |
| | | 3.2 | Conduct regular housekeeping activities during shift. |
| | | 3.3 | Ensure the work area is neat, clean and tidy at both beginning and end of shift. |
| 4 | **Standardise activities** | 4.1 | Follow procedures. |
| | | 4.2 | Follow checklists for activities, where available. |
| | | 4.3 | Keep the work area to specified standard. |
| 5 | **Sustain the 5S system** | 5.1 | Clean up after completion of job and before commencing next job or end of shift. |
| | | 5.2 | Identify situations where compliance to standards is unlikely and take actions specified in procedures. |


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5.3 Inspect work area regularly for compliance to specified standard.

5.4 Recommend improvements to lift the level of compliance in the workplace.

## Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

This field allows for 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.

**Competitive systems and practices include one or more of:**

- lean operations
- agile operations
- preventative and predictive maintenance approaches
- statistical process control systems, including six sigma and three sigma
- Just in Time (JIT), kanban and other pull-related operations control systems
- supply, value, and demand chain monitoring and analysis
- 5S
- continuous improvement (kaizen)
- breakthrough improvement (kaizen blitz)
- cause/effect diagrams
- overall equipment effectiveness (OEE)
- takt time
- process mapping
- problem solving
- run charts
- standard procedures
- current reality tree.

**5S includes all of:**

- sort



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- set in order
- shine
- standardise
- sustain.

**Sort includes all of:**

- separating necessary from unnecessary items (equipment and supplies)
- keeping only what is absolutely necessary for the work processes that comprise the job
- disposing of (or relocating) all other items.

**Set in order includes all of:**

- assigning required equipment and materials appropriate locations in the work area
- consideration of frequency of use, ergonomics and work health and safety (WHS)
- provision of facilities to maintain the locations.

**Shine includes one or more of:**

- keeping the work area clean at all times which should be carried out to a regular daily schedule against allowed time, usually at the end of the day or of a particular process
- keeping work area organised
- noting any signs of wear, damage, leakage, safety risks or other issues that require immediate attention.

**Best location includes one or more of:**

- changes to the layout of furniture
- arrangement of equipment
- provision of services
- location of personnel.

**Standardising includes one or more of:**

- activities that help maintain the order and the housekeeping standards
- using procedures and checklists developed from a procedure.

**Sustain includes one or more of:**

- making sure that daily activities are completed every day regardless of circumstance
- cleaning up after a job
- undertaking inspections, including:
- informal inspections carried out often, at least weekly
- formal inspections carried out at least monthly


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- generating continuous improvement actions from daily activities
- following up specific actions to generate continuous improvement.

**Items in work area include one or more of:**

- tools
- jigs/fixtures
- materials/components
- plant and equipment
- manuals
- personal items (e.g. bags, lunch boxes and posters)
- safety equipment and personal protective equipment (PPE)
- other items which happen to be in the work area.

**Procedures (written, verbal, visual, computer based, etc.) include one or more of:**

- work instructions
- standard operating procedures (SOPs)
- safe work method statements
- formulas/recipes
- batch sheets
- temporary instructions
- any similar instructions provided for the smooth running of the plant.

# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS402040A Apply 5S procedures

Release 2. Equivalent to MSS402040 Apply 5S procedures Release 1.

# Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# Assessment Requirements for MSS402040 Apply 5S procedures

## Modification History

Release 1. Supersedes and is equivalent to MSS402040A Apply 5S procedures

Release 2. Duplicated performance Criteria removed. Equivalent outcome.

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability, in one (1) or more allocated areas, to:

- implement and sustain 5S in own workplace
- identify own tasks and responsibilities
- contribute suggestions for improvement.

## Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role under routine only supervision, including:

- purpose of 5S in the workplace
- meaning and application of 5S steps to own workplace and job
- principles of efficient workplace organisation
- identifying waste (muda)
- procedures for recommending improvements.

## Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operation of the workplace
  - will typically include a supervisor/third-party report focussing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - must include the application of 5S procedures in a work area where 5S has not previously been undertaken, or, demonstration of sustaining 5S principles in a work area that has already undergone prior 5S procedures
  - will typically include the use of appropriate tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems.



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- Assessment should occur in operational workplace situations. Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

# Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# MSS402050 Monitor process capability

## Modification History

Release 1. Supersedes and is equivalent to MSS402050A Monitor process capability

## Application

This unit of competency covers the skills and knowledge required for gathering of data and the interpretation of simple information to determine the compliance of the process and the taking of action as defined by the procedures where the information reveals the process is out of control parameters.

This unit applies to an individual in an organisation adopting specific competitive systems and practices, usually either six sigma or statistical process control/three sigma, as a means of determining and improving the capability of their process to customer requirements. The individual is involved in collecting specified data and performing specified manipulations to the data (typically by plotting on a chart or by entering into a nominated computer program). The information is typically presented to team members in terms of graphs/charts which they are expected to interpret at a basic level and then take action in accordance with procedures to restore the process to being under control parameters.

This unit requires the application of skills associated with entering and monitoring operational data and information and requires initiative, enterprise and problem solving in identifying production variations and making improvement recommendations.

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

## Pre-requisite Unit

Nil

## Competency Field

Competitive systems and practices

## Unit Sector

Not applicable



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# Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | **Collect and process data** | 1.1 | Take specified measurements/readings/observations, as required. |
| | | 1.2 | Enter data in log, computer or other record. |
| | | 1.3 | Manipulate and/or chart data as required by procedures. |
| 2 | **Identify variations that are not random and take action** | 2.1 | Examine chart and/or reliability information. |
| | | 2.2 | Distinguish between random variations and those with an identifiable cause. |
| | | 2.3 | Take action specified in procedures when a variation with an identifiable cause occurs. |
| 3 | **Assist in process improvement** | 3.1 | Collect data for process capability improvement trials. |
| | | 3.2 | Make recommendations for improvement. |
| | | 3.3 | Implement revised capability monitoring procedures. |

# Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Range of Conditions

This field allows for 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.

| | |
|---|---|
| **Competitive systems** | • lean operations |


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| | |
|---|---|
| **and practices include one or more of:** | • agile operations<br>• preventative and predictive maintenance approaches<br>• statistical process control systems, including six sigma and three sigma<br>• Just in Time (JIT), kanban and other pull-related operations control systems<br>• supply, value, and demand chain monitoring and analysis<br>• 5S<br>• continuous improvement (kaizen)<br>• breakthrough improvement (kaizen blitz)<br>• cause/effect diagrams<br>• overall equipment effectiveness (OEE)<br>• takt time<br>• process mapping<br>• problem solving<br>• run charts<br>• standard procedures<br>• current reality tree. |
| **Procedures (written, verbal, visual, computer based, etc.) include one or any combination of:** | • work instructions<br>• standard operating procedures (SOPs)<br>• safe work method statements<br>• formulas/recipes<br>• batch sheets<br>• temporary instructions<br>• any similar instructions provided for the smooth running of the plant. |
| **Process capability includes one or more of:** | • the capability of the process to deliver to customer defined requirements<br>• process stability against standardised practices and documentation to eliminate variation against customer requirements<br>• statistical capability to deliver product within a specified range<br>• a statistical technique to determine the range within which a product might be expected to fall. |

# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS402050A Monitor process capability


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# Links

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# Assessment Requirements for MSS402050 Monitor process capability

## Modification History

Release 1. Supersedes and is equivalent to MSS402050A Monitor process capability

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability to assist in one (1) or more process improvements and to routinely:

- collect and process data
- identify non-random variations and take the action specified in the procedures
- make recommendations for improvements.

## Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role under routine only supervision, including:

- defects and defective product
- variation and the related statistical distribution
- control charting (or similar) methods
- analysis of information to identify trends or other non-random results
- determination of identifiable causes from variation information
- process capability determination from variation data.

## Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operation of the workplace
  - will typically include a supervisor/third-party report focussing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - must include routine collection of data and identification of non-random variation in own workplace
  - must include participation in a process capability improvement project


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  - will typically include the use of appropriate statistical tools, aids and apps.
- Assessment should occur in operational workplace situations.
- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# MSS402051 Apply quality standards

## Modification History

Release 2. Mapping updated to include superseded unit (not equivalent to LMTGN2002B Apply quality standards)

Release 1. Supersedes and is equivalent to MSS402051A Apply quality standards

## Application

This unit of competency covers the skills and knowledge required to apply quality standards to work operations in an organisation. The unit is designed to complement competitive systems and practices units.

This unit applies to an individual who is expected to take responsibility for the quality of their own work, and to take actions specified in the procedures and within the scope of their job and authority to ensure that quality standards are met.

This unit requires the application of skills associated with interpreting and applying workplace standards and identifying and addressing problems that interfere with quality outcomes. The unit requires initiative, enterprise and self-management to ensure quality standards are achieved.

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

## Pre-requisite Unit

Nil

## Competency Field

Competitive systems and practices

## Unit Sector

Not applicable

## Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to



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| essential outcomes. | | demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | **Assess own work** | 1.1 | Continuously check completed work against workplace standards relevant to the operation being undertaken. |
| | | 1.2 | Demonstrate an understanding of how the work activities and completed work relate to the next production process or processes and to the final products or services concerned. |
| | | 1.3 | Identify and isolate faulty components, products or processes. |
| | | 1.4 | Record and/or report faults and any identified causes to the supervisor concerned, where required, in accordance with workplace procedures. |
| 2 | **Assess quality of received components, parts or materials** | 2.1 | Continuously measure/check received components, parts, materials, information, service or final products against workplace standards and specifications for conformance. |
| | | 2.2 | Demonstrate an understanding of how the received components, parts or materials, information or service relate to the current operation and how they contribute to the final quality of the product or service. |
| | | 2.3 | Identify and isolate faulty components, parts, materials or information that relate to the operator's work. |
| | | 2.4 | Record and/or report faults and any identified causes in accordance with workplace procedures. |
| | | 2.5 | Identify causes of any identified faults and take corrective action as specified in workplace procedures. |
| 3 | **Investigate causes of quality deviations** | 3.1 | Record information on quality and other indicators of process performance. |
| | | 3.2 | Investigate and report causes of deviations from specified quality standards for components. |
| | | 3.3 | Recommend suitable preventative action based on workplace quality standards and the identified causes of deviations from specified quality standards of materials. |


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# Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Range of Conditions

This field allows for 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.

**Competitive systems and practices include one or more of:**

- lean operations
- agile operations
- preventative and predictive maintenance approaches
- statistical process control systems, including six sigma and three sigma
- Just in Time (JIT), kanban and other pull-related operations control systems
- supply, value, and demand chain monitoring and analysis
- 5S
- continuous improvement (kaizen)
- breakthrough improvement (kaizen blitz)
- cause/effect diagrams
- overall equipment effectiveness (OEE)
- takt time
- process mapping
- problem solving
- run charts
- standard procedures
- current reality tree.

**Quality parameters include one or more of:**

- finish
- size
- durability
- product or process variations
- materials


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| | |
|---|---|
| | • alignment<br>• colour<br>• damage and imperfections<br>• time<br>• is complete/contains all required information/data<br>• complies to template<br>• uses the correct styles and formats. |
| **Quality checks include one or more of:** | • visual inspection<br>• physical measurements<br>• chemical tests<br>• checks against patterns, templates, styles, formats and guides<br>• processing time. |
| **Materials include one or more of:** | • physical raw materials<br>• orders, forms and other documentation<br>• services required for undertaking an operation (e.g. power, water, compressed air and fuel). |
| **Procedures (written, verbal, visual, computer based, etc) include one or more of:** | • work instructions<br>• standard operating procedures (SOPs)<br>• safe work method statements<br>• formulas/recipes<br>• batch sheets<br>• temporary instructions<br>• any similar instructions provided for the smooth running of the plant. |
| **Indicators of production performance include one or more of:** | • number of items/production rate<br>• delays and causes of delays (where known)<br>• other information as specified in the procedures. |
| **Data entry/recording includes one or more of:** | • keyboard<br>• written (including ticks or signs)<br>• verbal. |
| **Sources of information/ documents include one** | • quality and Australian Standards and procedures<br>• work instructions, patterns, designs and recipes |


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| | |
|---|---|
| **or more of:** | • organisation work procedures<br>• manufacturer instructions for materials and equipment<br>• organisational or external personnel<br>• customer requirements. |
| **Investigate and report requires following set procedures which include one or more of:** | • verbal instructions<br>• documented procedures<br>• other quality procedures as implemented within an organisation or work environment. |
| **Workplace context includes one or more of:** | • work organisation procedures and practices relating to the manufacture and quality outcomes for products<br>• conditions of service, legislation and industrial agreements, including:<br>  • workplace agreements and awards<br>  • federal or state/territory legislation<br>  • standard work practice. |
| **Reporting/communication includes one or more of:** | • verbal and written communication in accordance with organisational policies and procedures<br>• oral, written or visual communication, including simple data. |
| **Being responsible for the maintenance of own work quality includes one or more of** | • contributing to the quality improvement of team or section output, where necessary, in accordance with workplace procedures<br>• following safety, environmental, housekeeping and quality procedures as specified by materials/machine/equipment manufacturers, regulatory authorities and the organisation. |
| **Applicable regulations and legislation include one or more of** | • work health and safety (WHS) legislation relevant to workplace activities<br>• workers compensation legislation. |

# Unit Mapping Information

Release 2. Mapping updated to include supersedes and not equivalent to LMTGN2002B Apply quality standards


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Release 1. Supersedes and is equivalent to MSS402051A Apply quality standards

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# Assessment Requirements for MSS402051 Apply quality standards

## Modification History

Release 2. Mapping updated to include superseded unit (not equivalent to LMTGN2002B Apply quality standards)

Release 1. Supersedes and is equivalent to MSS402051A Apply quality standards

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability, for one (1) or more products/processes, to:

- check and measure relevant quality parameters
- interpret results of quality checks in terms of specifications, patterns and work standards
- take required action where standards of materials, component parts, final product or work processes are found to be unacceptable
- maintain accurate records.

## Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role under routine only supervision, including:

- relevant quality standards, policies and procedures
- relevant production processes, materials and products
- relevant measurement techniques and quality checking procedures
- reporting procedures.

## Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operation of the workplace
  - will typically include a supervisor/third-party report focussing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - must include the application of quality standards to own workplace


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    - will typically include the use of appropriate tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems.
- Assessment should occur in operational workplace situations. Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
    - relevant VET or other qualification/Statement of Attainment AND/OR
    - relevant workplace experience
- Currency can be demonstrated through:
    - performing the competency being assessed as part of current employment OR
    - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

# Links

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# MSS402061 Use SCADA systems in operations

## Modification History

Release 1. Supersedes and is equivalent to MSS402061A Use SCADA systems in operations

## Application

This unit of competency covers the skills and knowledge required by an individual to interact with a System Control and Data Acquisition (SCADA) system as part of their job.

This unit applies to an individual in an organisation using a SCADA system and the individual must interface with that system. The individual will need to access this system as part of their routine and take actions based on the information they obtain from the SCADA system in accordance with procedures.

This unit requires the application of skills associated with using communication tools and technology for management of own work, planning and problem solving.

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

## Pre-requisite Unit

Nil

## Competency Field

Competitive systems and practices

## Unit Sector

Not applicable

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. |
|---|---|---|
| 1 | **Use operator interface** | 1.1 Identify SCADA terminals relevant to own workstation and functions. |


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| | | | |
|---|---|---|---|
| | | 1.2 | Use keyboards, track ball, monitor and/or stand-alone controllers to access/interrogate system. |
| | | 1.3 | Use correct level of access and find all relevant screens and information. |
| | | 1.4 | Access message section and acknowledge messages. |
| | | 1.5 | Input and output information correctly according to program and organisation requirements. |
| 2 | **Use information** | 2.1 | Obtain data and information from SCADA, as required, including process, supply and product chain data. |
| | | 2.2 | Interpret data and information as required by own job. |
| | | 2.3 | Find and use relevant historical data and information. |
| | | 2.4 | Use manufacturer manuals or specifications, as required, to expand knowledge of SCADA system relevant to own work. |
| | | 2.5 | Determine and prioritise required actions. |
| 3 | **Make required changes in accordance with procedures** | 3.1 | Adjust production/process in response to SCADA information. |
| | | 3.2 | Record adjustments and variations to specifications/schedules and report to appropriate personnel. |
| | | 3.3 | Seek feedback and information on adjustments to further improve procedures, where required. |

# Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Range of Conditions

This field allows for 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.

**Competitive systems and practices include one or more of:**

- lean operations
- agile operations
- preventative and predictive maintenance approaches
- statistical process control systems, including six sigma and three sigma
- Just in Time (JIT), kanban and other pull-related operations control systems
- supply, value, and demand chain monitoring and analysis
- 5S
- continuous improvement (kaizen)
- breakthrough improvement (kaizen blitz)
- cause/effect diagrams
- overall equipment effectiveness (OEE)
- takt time
- process mapping
- problem solving
- run charts
- standard procedures
- current reality tree.

**Procedures (written, verbal, visual, computer based, etc.) include one or more of:**

- work instructions
- standard operating procedures (SOPs)
- safe work method statements
- formulas/recipes
- batch sheets
- temporary instructions
- any similar instructions provided for the smooth running of the plant.

# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS402061A Use SCADA systems in operations


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# Links

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# Assessment Requirements for MSS402061 Use SCADA systems in operations

## Modification History

Release 1. Supersedes and is equivalent to MSS402061A Use SCADA systems in operations

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability, for three (3) or more adjustments to production/process utilising SCADA information, to:

- identify scope and relevance of SCADA system to own work
- access correct levels of SCADA system
- enter and retrieve data, including normal performance and variations
- use SCADA system to assist in own work.

## Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role under routine only supervision, including:

- hierarchy of SCADA system and operation
- available information from, and controls exercised by, SCADA system.

## Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operation of the workplace
  - will typically include a supervisor/third-party report focussing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - must include use of SCADA systems in own workplace
  - will typically include the use of appropriate tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems.
- Assessment should occur in operational workplace situations.
- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).


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- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# MSS402080 Undertake root cause analysis

## Modification History

Release 1. Supersedes and is equivalent to MSS402080A Undertake root cause analysis

## Application

This unit of competency covers the skills and knowledge required to undertake root cause analysis (RCA). This unit also covers the competencies needed by operators to contribute to an advanced maintenance strategy using RCA coupled with diagrams and charts.

This unit applies to individuals working in an organisation that is applying competitive systems and practices strategies. The unit applies to the formal problem solving to root cause that the individual must undertake in their own work area or where the individual contributes to problem solving to root cause as part of a team.

This unit requires an ability to seek and apply information from a variety of sources in order to inform RCAs. Initiative and enterprise is also required to identify quick fix and permanent solutions to problems.

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

## Pre-requisite Unit

Nil

## Competency Field

Competitive systems and practices

## Unit Sector

Not applicable

## Elements and Performance Criteria

| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
|---|---|


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| | | | |
|---|---|---|---|
| 1 | **Recognise problems** | 1.1 | Identify features or occurrences indicative of a problem. |
| | | 1.2 | Use appropriate tools, techniques and charts to define the problem. |
| 2 | **Implement quick fix** | 2.1 | Recommend a quick fix within the scope of competency and authority. |
| | | 2.2 | Use technology or processes relevant to the problem to implement quick fix. |
| 3 | **Determine root cause** | 3.1 | Identify a range of possible causes. |
| | | 3.2 | Gather data and other information to eliminate or confirm possible causes. |
| | | 3.3 | Use available data and information to link causes and effects. |
| | | 3.4 | Seek assistance to obtain additional information if problem is beyond own competency/authority. |
| | | 3.5 | Identify root cause. |
| 4 | **Develop permanent solution** | 4.1 | Identify a range of methods to eliminate the root cause or break the cause tree. |
| | | 4.2 | Select the most appropriate solution. |
| | | 4.3 | Liaise with relevant people. |
| | | 4.4 | Recommend or implement solution within the limits of competency and authority. |
| | | 4.5 | Monitor impact of solution and make further recommendations, as required. |

# Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.


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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

This field allows for 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.

**Competitive systems and practices include one or more of:**

- lean operations
- agile operations
- preventative and predictive maintenance approaches
- statistical process control systems, including six sigma and three sigma
- Just in Time (JIT), kanban and other pull-related operations control systems
- supply, value, and demand chain monitoring and analysis
- 5S
- continuous improvement (kaizen)
- breakthrough improvement (kaizen blitz)
- cause/effect diagrams
- overall equipment effectiveness (OEE)
- takt time
- process mapping
- problem solving
- run charts
- standard procedures
- current reality tree.

**Problems include one or more of:**

- variation to normal plant or equipment operation
- unplanned or non-conforming process or operations outcomes
- out of specification products
- excess scrap
- accidents and emergencies
- regulatory breaches
- customer returns and complaints
- reduction or loss of sales.

**Techniques/charts include one or more**

- control charts
- Pareto charts


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**of:**

- run charts
- flow charts
- cause and effect diagrams
- tree diagrams
- 5 Whys analysis
- organisation specified/mandated methods.

# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS402080A Undertake root cause analysis

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# Assessment Requirements for MSS402080 Undertake root cause analysis

## Modification History

Release 1. Supersedes and is equivalent to MSS402080A Undertake root cause analysis

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability, for one (1) or more problems, to:

- undertake problem identification
- use appropriate processes to achieve root cause identification
- recommend solutions and implementation procedures to problems within own area
- monitor implementation of solutions.

## Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role under routine only supervision, including:

- methodology of root cause analysis, including:
  - difference between quick fix and root cause elimination
  - breaking of causal tree
- indicators of problems and variances to normal operation
- relevant analysis tools (e.g. Pareto charts, 5 Whys).

## Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operation of the workplace
  - will typically include a supervisor/third-party report focussing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - must include a root cause analysis in own workplace
  - will typically include the use of appropriate tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems.


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- Assessment should occur in operational workplace situations.
- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# MSS402081 Contribute to the application of a proactive maintenance strategy

## Modification History

Release 1. Supersedes and is equivalent to MSS402081A Contribute to the application of a proactive maintenance strategy

## Application

This unit of competency covers the skills and knowledge required by an individual to make a positive contribution to proactive maintenance strategies, including actions that contribute to equipment uptime and overall equipment effectiveness (OEE). This unit applies in an organisation which is following a predictive, preventative or reliability-centred maintenance strategy and which requires commitment from all employees. The employee should 'own' their equipment/plant and take an active part in the implementation of the strategy within the scope of their authority.

This unit requires the application of skills associated with accessing and maintaining equipment/plant documentation. It also requires problem solving, initiative and enterprise to continually monitor and maintain operational performance of equipment/plant used in work role.

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

## Pre-requisite Unit

Nil

## Competency Field

Competitive systems and practices

## Unit Sector

Not applicable

## Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to



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| essential outcomes. | | demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | **Maintain equipment/plant** | 1.1 | Keep equipment/plant within area of responsibility clean. |
| | | 1.2 | Ensure equipment/plant is serviced and adjusted, as required, in accordance with procedures and own level of responsibility. |
| | | 1.3 | Access manufacturer manuals and specifications, where required, to expand knowledge on the maintenance of equipment/plant. |
| | | 1.4 | Access and update documentation on equipment/plant operation and maintenance in accordance with workplace procedures. |
| 2 | **Monitor operation of equipment/plant** | 2.1 | Regularly check key conditions of the equipment/plant as defined in workplace procedures. |
| | | 2.2 | Regularly check equipment/plant OEE. |
| | | 2.3 | Note any deviation from conditions specified in procedures. |
| 3 | **Identify deviations and patterns** | 3.1 | Identify any previous occurrences of a deviation. |
| | | 3.2 | Identify any related deviations which have occurred. |
| | | 3.3 | Identify any unusual occurrence which may be related to a deviation. |
| 4 | **Take action appropriate to competency and authority on deviation** | 4.1 | Liaise with relevant people regarding the deviation and the solution. |
| | | 4.2 | Implement solution and/or assist with the implementation of the solution, as appropriate. |

# Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.


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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

This field allows for 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.

| | |
|---|---|
| **Competitive systems and practices include one or more of:** | • lean operations<br>• agile operations<br>• preventative and predictive maintenance approaches<br>• statistical process control systems, including six sigma and three sigma<br>• Just in Time (JIT), kanban and other pull-related operations control systems<br>• supply, value, and demand chain monitoring and analysis<br>• 5S<br>• continuous improvement (kaizen)<br>• breakthrough improvement (kaizen blitz)<br>• cause/effect diagrams<br>• OEE<br>• takt time<br>• process mapping<br>• problem solving<br>• run charts<br>• standard procedures<br>• current reality tree. |
| **Uptime includes one or more of:** | • the overall availability of the plant<br>• the inverse of downtime or the unavailability of the plant<br>• the fraction, percentage or time the plant is available for production. |
| **Procedures (written, verbal, visual, computer based, etc.) include one or any combination of:** | • work instructions<br>• standard operating procedures (SOPs)<br>• safe work method statements<br>• formulas/recipes<br>• batch sheets<br>• temporary instructions |


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- any similar instructions provided for the smooth running of the plant.

## Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS402081A Contribute to the application of a proactive maintenance strategy

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# Assessment Requirements for MSS402081 Contribute to the application of a proactive maintenance strategy

## Modification History

Release 1. Supersedes and is equivalent to MSS402081A Contribute to the application of a proactive maintenance strategy

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include the ability to monitor equipment/plant in one (1) or more areas, and to:

- maintain the equipment/plant to the required standard
- identify deviations in OEE requiring action
- take the action required by the procedures.

## Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role under routine only supervision, including:

- interpretation of trends or other non-random variation
- determining OEE (availability x performance x quality rate) and uptime metrics
- principles of operation of plant/equipment and factors likely to cause deviations in performance
- identifying deviations requiring action
- appropriate actions for dealing with deviations.

## Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operation of the workplace
  - will typically include a supervisor/third-party report focussing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - must include the application of proactive maintenance in own workplace
  - will typically include the use of appropriate tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems.


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- Assessment should occur in operational workplace situations.
- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# MSS402082 Apply cost factors to work practices

## Modification History

Release 1. Updated unit code. Changes to performance criteria. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

## Application

This unit describes the skills and knowledge to identify cost components in work practices and determine, in general terms, the cost impacts of alternative actions.

The unit applies to assessing the relative costs of the alternatives and using this as one of the key factors in making decisions. Decisions are made within the scope of the employee's authority and according to procedures. Typical decisions include those that contribute to the efficient organisation of own work and the improvement of production time and cycle times.

Employees are required to use problem solving to identify cost factors and cost implications of own work and self-management to apply cost-effective practices.

This unit applies to an individual who is required to contribute to, and be involved in, the assessment of cost factors in their work. This may be done individually or in a team environment.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

Nil

## Competency Field

Competitive systems and practices

## Unit Sector

Not applicable

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. |
|---|---|---|
| 1 | **Identify the major cost** | 1.1 Identify cost components in the product or process in own work area |



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| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. |
|---|---|---|
| | **components of product or process in own work area** | 1.2 Recognise the impact of current or alternative actions on costs |
| 2 | **Identify constraints to cost-efficiency** | 2.1 Identify required production or process rate and major costs<br>2.2 Identify costs factors under individual or team control<br>2.3 Relate identified costs factors to impact on overall cost of production or process<br>2.4 Identify cost factors that are a constraint to cost-efficiency in own work area |
| 3 | **Apply cost-efficient work practices** | 3.1 Identify and explain to relevant people the implications of actions and changes to improve cost-efficiency in simple financial terms<br>3.2 Identify non-financial implications of proposed changes in discussion with relevant people<br>3.3 Select actions which minimise overall costs<br>3.4 Monitor actions to ensure cost-efficiency in own work area is maintained |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS402030 Apply cost factors to work practices.


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# Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# Assessment Requirements for MSS402082 Apply cost factors to work practices

## Modification History

Release 1. Updated unit code. Changes to performance criteria. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- identified cost factors and cost implications of at least 1 product or process in own work and applied cost-effective practices.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- concepts of expense, income and capital
- relative impact of fixed and variable cost components relevant to own work, including:
  - power and energy
  - materials, plant and equipment
  - production or process time, including impact of salary and wages
  - office expenses
  - government taxes and charges
- financial and non-financial impacts of cost reductions
- the difference between internally and externally controlled costs
- difference between overhead, labour and consumables.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions, contingencies, facilities, equipment and resources.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# MSS402083 Use planning software systems in operations

## Modification History

Release 1. Updated unit code. Changes to performance criteria. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

## Application

This unit describes the skills and knowledge to access planning software (often known as Enterprise Resource Planning (ERP), Materials Resource Planning (MRP and MRPII), and often by a proprietary name, to make routine business decisions required of the person as a regular part of their job.

This unit applies to an individual in an organisation using a planning software system and who must interface with that system. The unit applies to both accessing information from the planning software system and using it as an aid to decision making. This unit requires the application of communication, planning, and problem solving associated with using planning software in own work.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

Nil

## Competency Field

Competitive systems and practices

## Unit Sector

Not applicable

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | **Use interface** | 1.1 | Identify terminals relevant to own workstation and functions |
| | | 1.2 | Use peripherals to access system |



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| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| | 1.3 | Navigate through system and screens to find program menu and data relevant to own work |
| | 1.4 | Identify and input information on own work processes at required frequency and to required detail |
| | 1.5 | Access message section and read and acknowledge messages |
| | 1.6 | Identify problems and make suggestions for improvements to relevance of planning software to own work |
| 2 **Access information** | 2.1 | Identify work processes that require information from planning software system |
| | 2.2 | Obtain data and information on current operations from the planning software system |
| | 2.3 | Identify the status of items in the value stream |
| | 2.4 | Access and read historical data and information |
| | 2.5 | Read and interpret information and identify and prioritise actions required in response to information |
| 3 **Take action in accordance with procedures** | 3.1 | Take action in response to information obtained from planning software |
| | 3.2 | Follow up to ensure anticipated results have occurred |
| | 3.3 | Record adjustments and variations |
| | 3.4 | Identify any learning needs to use planning software and seek support |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.


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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS402060 Use planning software systems in operations.

## Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# Assessment Requirements for MSS402083 Use planning software systems in operations

## Modification History

Release 1. Updated unit code. Changes to performance criteria. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit and:

- used planning software systems for at least 3 different purposes, utilising outcomes to aid decision making.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- planning software system and operation, including:
  - terminal locations and types
  - security and access arrangements
  - information held in planning software relevant to own work
  - data collection methods for operations in work area
  - assistance arrangements for users of planning software
  - business activities exercised with the planning software system
- procedures for recommending improvements
- data and information sources.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of facilities, equipment and resources, including:
  - planning software systems.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.



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# Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# MSS403021 Facilitate a Just in Time system

## Modification History

Release 1. Supersedes and is equivalent to MSS403021A Facilitate a Just in Time system

## Application

This unit of competency covers the skills and knowledge required to facilitate the implementation/operation of a Just in Time (JIT)/kanban system in a team or work area.

This unit applies to a person who needs to monitor the operation of a JIT system and facilitate its working in a team or work area. This will involve liaison with stakeholders as well as examining the data generated and being alert to potential problems and areas for improvement.

This unit requires the application of skills associated with gathering, analysing and communicating information to facilitate implementation of the JIT system. It requires planning and organising skills and has a strong emphasis on communication and teamwork skills to ensure the JIT system is being effectively implemented. This unit also requires the ability to problem solve and take the initiative to consider performance issues and learn from experience to improve future performance.

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

## Pre-requisite Unit

Nil

## Competency Field

Competitive systems and practices

## Unit Sector

Not applicable

## Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to



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| essential outcomes. | | demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | **Monitor the operation of the JIT system** | 1.1 | Track value of key measures. |
| | | 1.2 | Recognise indicators of poor performance. |
| | | 1.3 | Take appropriate quick fix action. |
| 2 | **Liaise with relevant stakeholders** | 2.1 | Regularly communicate with team or work group members regarding the operation of the JIT system. |
| | | 2.2 | Review JIT key performance indicators (KPIs) with team or work group members. |
| | | 2.3 | Communicate with relevant personnel up and down the value stream regarding the operation of the JIT system. |
| | | 2.4 | Identify issues with stakeholders and take appropriate quick fix action. |
| 3 | **Improve the JIT system** | 3.1 | Identify areas requiring improvement in the JIT system. |
| | | 3.2 | Identify root cause of JIT-related problems. |
| | | 3.3 | Review value of key measures. |
| | | 3.4 | Recognise skill gaps in team members and other stakeholders. |
| | | 3.5 | Determine any other issues in team or work group, other stakeholders and JIT system leading to poor performance indicators. |
| | | 3.6 | Develop appropriate improvement solutions. |
| | | 3.7 | Liaise with relevant people regarding improvement solutions. |
| | | 3.8 | Implement and/or assist with the implementation of the solutions. |


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# Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Range of Conditions

This field allows for 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.

| | |
|---|---|
| **Competitive systems and practices include one or more of:** | • lean operations<br>• agile operations<br>• preventative and predictive maintenance approaches<br>• statistical process control systems, including six sigma and three sigma<br>• Just in Time (JIT), kanban and other pull-related operations control systems<br>• supply, value, and demand chain monitoring and analysis<br>• 5S<br>• continuous improvement (kaizen)<br>• breakthrough improvement (kaizen blitz)<br>• cause/effect diagrams<br>• overall equipment effectiveness (OEE)<br>• takt time<br>• process mapping<br>• problem solving<br>• run charts<br>• standard procedures<br>• current reality tree. |
| **Key measures include one or more of:** | • inventory levels<br>• lead time<br>• In Full, On Time and In Specification (IFOTIS) delivery<br>• productivity/production rate<br>• other measures of pull through the value stream<br>• quality. |


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| | |
|---|---|
| **Stages where value stream actions can occur include one or more of** | • sales outlet/representative<br>• information gathering, data analysis and research<br>• product design<br>• raw material sourcing<br>• intermediate processing<br>• final assembler/collation/preparation<br>• support services (e.g. accounting, finance and legal)<br>• storage and delivery to customer<br>• after market support. |

# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS403021A Facilitate a Just in Time system

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# Assessment Requirements for MSS403021 Facilitate a Just in Time system

## Modification History

Release 1. Supersedes and is equivalent to MSS403021A Facilitate a Just in Time system

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability, for three (3) or more JIT related improvements, to:

- identify the JIT system and practices used in own work area
- identify and monitor JIT key measures
- solve JIT-related problems to root cause
- communicate effectively with stakeholders
- facilitate and monitor JIT-related changes to operations and practices.

## Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job role sufficient to fulfil their job role independently, including:

- JIT methods relevant to own work area
- production data generated by the process and its application to JIT
- methods of gathering data against key performance indicators (KPIs)
- facilitation techniques to encourage work group development and improvement.

## Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operation of the workplace
  - will typically include a supervisor/third-party report focussing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
  - must include facilitating the implementation of a Just in Time (JIT) system in in own workplace
  - will typically include the use of appropriate tools, equipment and safety gear requiring demonstration of preparation, operation, completion and responding to problems.


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- Assessment should occur in operational workplace situations.
- Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# MSS403087 Mistake proof an operational process

## Modification History

Release 1. Updated unit code. Changes to elements and performance criteria. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

## Application

This unit describes the skills and knowledge to analyse a process that a team is responsible for and determine methods of mistake proofing it. This includes determining, implementing and sustaining improvement activities.

The person will typically be a technical expert, team leader or be in a role where they have sufficient technical understanding of processes in their own work and that of others to be able to mistake proof the production process in their area.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

Nil

## Competency Field

Competitive systems and practices

## Unit Sector

Not applicable

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | **Analyse process** | 1.1 | Identify sources of variability and non-conformance in the process |
| | | 1.2 | Identify critical control points in process |
| | | 1.3 | Analyse causes of variability and non-conformance |


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| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 2 | **Develop preventative options** | 2.1 | Liaise with team members and other people to develop mistake proof options for performing operation |
| | | 2.2 | Test and validate mistake proofing options |
| 3 | **Implement permanent fix** | 3.1 | Liaise with relevant people to have systems and procedures changed to implement solution |
| | | 3.2 | Liaise with relevant people to implement the solution |
| | | 3.3 | Liaise with relevant people to ensure self and others in the team or work area have appropriate skills |
| | | 3.4 | Follow through to ensure implementation occurs |
| 4 | **Monitor implementation** | 4.1 | Critically observe the implementation |
| | | 4.2 | Compare the results of the implementation against the expected outcomes |
| | | 4.3 | Modify solution to improve outcomes |
| | | 4.4 | Confirm procedures reflect change |
| | | 4.5 | Confirm training and assessment reflects change |
| | | 4.6 | Audit change at agreed period or cycle |
| | | 4.7 | Address any observed deviation |
| 5 | **Seek improvements** | 5.1 | Observe and monitor changes |
| | | 5.2 | Analyse process again to ensure improvements are sustained |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.


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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS403051 Mistake proof an operational process.

## Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# Assessment Requirements for MSS403087 Mistake proof an operational process

## Modification History

Release 1. Updated unit code. Changes to elements and performance criteria. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- mistake proofed (applied baka yoke or poka yoke) to at least 1 operational process.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- baka yoke and poka yoke approaches
- factors causing variability in the process and methods of controlling it
- error causes and control options
- cost benefit analysis, feasibility, regulatory compliance and perceived value to the customer
- validation of baka yoke and poka yoke proposals.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions, contingencies, facilities, equipment and resources.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998



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# MSS404054 Apply statistics to operational processes

## Modification History

Release 1. Unit code changed. Application changed. Performance criteria changed. Range of conditions removed. Assessment requirements changed. Supersedes and is equivalent to MSS404052 Apply statistics to operational processes.

## Application

This unit describes the skills and knowledge required to gather and analyse process data to support the control of processes and operations. It includes interpretation of sampling procedures, frequency distributions, random and non- random variations in data/control charts; use of control limits to determine whether monitored processes are in control; and communicating this information to others.

This unit applies to a person working in an organisation applying statistical process control on processes or operations. The statistical process control will usually be used to monitor the processes or operations and determine when action needs to be taken. The appropriate action will then be taken in accordance with standard procedures.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

Nil.

## Competency Field

Competitive systems and practices

## Unit Sector

## Elements and Performance Criteria

| **Elements**<br>Elements describe the essential outcomes. | **Performance Criteria**<br>Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|
| 1. Collect process data | 1.1 | Read and interpret sampling scheme |
| | 1.2 | Obtain measurements in accordance with standard sampling procedures |


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| | | |
|---|---|---|
| | 1.3 | Handle data in accordance with procedures |
| 2. Interpret data | 2.1 | Plot data on control chart |
| | 2.2 | Identify random and non-random patterns of results |
| | 2.3 | Identify results outside the control limits |
| | 2.4 | Identify situations requiring action |
| | 2.5 | Take action in accordance with procedures |
| | 2.6 | Calculate cost of non-conformance |
| 3. Calculate control limits | 3.1 | Consult stakeholders to determine appropriate limits |
| | 3.2 | Calculate and revise control limits |
| | 3.3 | Plot limits on control chart and complete all records in accordance with procedures |
| | 3.4 | Explain impact of limit to stakeholders |

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

## Unit Mapping Information

Supersedes and is equivalent to MSS404052 Apply statistics to operational processes.

## Links

The MSS Sustainability Companion Volume Implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# Assessment Requirements for MSS404054 Apply statistics to operational processes

## Modification History

Release 1. Unit code changed. Application changed. Performance criteria changed. Range of conditions removed. Assessment requirements changed. Supersedes and is equivalent to MSS404052 Apply statistics to operational processes.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- gathered, analysed and interpreted process data to monitor and control at least 2 operational processes.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- purpose of sampling and measurement
- sampling methods to be used
- methods of calculating mean and standard deviation and their purpose in statistical control
- concept of limits, including 1, 2, 3 and 6 sigma limits
- types of control charts and their applications to different types of process and product and for different purposes
- process causes of variation and typical cause types of non-random variation
- non-process causes of variation
- stable and unstable processes
- causes of stability and instability in the process
- calculation of control limits and process capability and the applications of different control limits
- standard distribution curve and confidence limits.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions, contingencies, facilities, equipment and resources.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.



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# Links

The MSS Sustainability Companion Volume Implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# MSS404084 Undertake process capability improvements

## Modification History

Release 1. Updated unit code. Changes to performance criteria. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

## Application

This unit describes the skills and knowledge required to make process capability improvements, including analysing data from the process, developing improvements to eliminate variation due to assignable causes and then implementing actions.

This unit applies to a person who reviews a range of process capability data and information and makes (or arranges for) changes to be made to procedures, equipment or process and then recalculates the process capability and monitors resulting improvement actions. The person will typically be a technical expert, team leader or be in a role where they have sufficient technical understanding of processes in their own work and that of others to be able to suggest and justify process capability improvements.

Process capability may have been determined using either a six sigma or three sigma processes. This unit applies to the application of statistical methods and the determination of capability based on those methods.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

Nil

## Competency Field

Competitive systems and practices

## Unit Sector

Not applicable

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | **Obtain required** | 1.1 | Identify process for study |



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| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| | **data** | 1.2 | Obtain or organise process to obtain required data and information |
| 2 | **Analyse information** | 2.1 | Read and interpret data and determine assignable causes |
| | | 2.2 | Develop possible improvements to eliminate assignable causes |
| | | 2.3 | Develop process improvement proposals |
| 3 | **Improve process capability** | 3.1 | Obtain required authorisations to implement improvements |
| | | 3.2 | Liaise with relevant people to implement improvements |
| | | 3.3 | Obtain or organise required data for improved process |
| | | 3.4 | Recalculate process capability |
| | | 3.5 | Implement revised data collection and processing and new capability information |
| | | 3.6 | Monitor improvement actions and adjust |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS404050 Undertake process capability improvements.



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# Links

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# Assessment Requirements for MSS404084 Undertake process capability improvements

## Modification History

Release 1. Updated unit code. Changes to performance criteria. Range of conditions removed. Assessment requirements amended. Equivalent outcome.

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- planned and implemented at least 1 process capability improvement.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- data collection and manipulation techniques
- variability, normal distribution and three and six sigma limits
- type of variations:
  - random variation (no assignable cause)
  - non-random variation (which has an assignable cause).
- causes of non-random variation in the process
- approaches to reducing variability.

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions, contingencies, facilities, equipment and resources.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

The MSS Sustainability Companion Volume implementation Guides are available from VETNet: - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998



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# MSS405022 Design a process layout

## Modification History

Release 1. Supersedes and is equivalent to MSS405022A Design a process layout

## Application

This unit of competency covers the skills and knowledge required to design a process layout, typically a cellular flow, for either a jobbing shop or a continuous process manufacturer. This unit provides the skill for a technical expert to apply the principles of competitive systems and practices to process design layout as distinct from volume production layout. While the application of the unit may be for an initial layout, in many cases it is likely to be for the redesign of an existing layout.

The unit is written on the assumption that there is an existing process. Where this is not the case, then additional competency in equipment/process design and selection will also be required through units from an appropriate technical qualification or Training Package.

This unit requires the application of skills associated with problem solving, initiative, enterprise, planning and organising in order to design a process for the manufacture of enterprise products that incorporates team operations, product flow, infrastructure and the layout of the physical environment and related technology. This unit has a strong emphasis on gathering, analysing and applying information.

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

## Pre-requisite Unit

Nil

## Competency Field

Competitive systems and practices

## Unit Sector

Not applicable



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# Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | **Identify the products and processes used in the organisation** | 1.1 | Obtain or develop a process map of the existing process. |
| | | 1.2 | Identify all/main products/classes of products. |
| | | 1.3 | Obtain forecast sales and sales pattern of products/classes. |
| | | 1.4 | Obtain profiles of products/classes. |
| | | 1.5 | Group the products/classes into compatible families. |
| 2 | **Engineer the process** | 2.1 | Make a preliminary selection of required equipment/technology/ process for each process or product family. |
| | | 2.2 | Estimate required resource times for each family. |
| | | 2.3 | Calculate total resourcing required for each family. |
| | | 2.4 | Estimate appropriate lot size. |
| | | 2.5 | Determine viability of proposed families. |
| | | 2.6 | Examine draft proposal for possible improvements in process consistent with the competitive systems and practices strategy of the organisation. |
| 3 | **Design the infrastructure** | 3.1 | Consult on layout needs with all stakeholders. |
| | | 3.2 | Identify physical infrastructure required by system. |
| | | 3.3 | Identify information and control infrastructure required. |
| | | 3.4 | Identify work organisation required. |
| | | 3.5 | Identify work health and safety (WHS) and other regulatory requirements to be taken into account. |
| | | 3.6 | Identify workforce development and training requirements. |


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| | | | |
|---|---|---|---|
| | | 3.7 | Check the availability of required infrastructure and compatibility with requirements. |
| 4 | **Lay out the process** | 4.1 | Draft proposed process flow map. |
| | | 4.2 | Draft proposed configuration diagram. |
| | | 4.3 | Draft proposed space plan/layout. |
| | | 4.4 | Check availability of services/structural suitability, as appropriate. |
| | | 4.5 | Validate proposed layout with all relevant stakeholders. |
| | | 4.6 | Layout the process/work cell. |
| | | 4.7 | Develop implementation plan in liaison with relevant stakeholders. |
| | | 4.8 | Review layout after implementation. |

# Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Range of Conditions

This field allows for 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.

| | |
|---|---|
| **Competitive systems and practices include one or more of:** | • lean operations<br>• agile operations<br>• preventative and predictive maintenance approaches<br>• statistical process control systems, including six sigma and three sigma<br>• Just in Time (JIT), kanban and other pull-related operations |


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| | |
|---|---|
| | control systems<br>• supply, value, and demand chain monitoring and analysis<br>• 5S<br>• continuous improvement (kaizen)<br>• breakthrough improvement (kaizen blitz)<br>• cause/effect diagrams<br>• overall equipment effectiveness (OEE)<br>• takt time<br>• process mapping<br>• problem solving<br>• run charts<br>• standard procedures<br>• current reality tree. |
| **Profiles of products include consideration of all of:** | • components/materials needed to manufacture<br>• equipment/technology/processes required to manufacture<br>• volume of activity to manufacture forecast amount<br>• required operations equipment/technology/processes. |
| **Required resource times include consideration of all of:** | • set-up time<br>• equipment time<br>• person time<br>• process time. |
| **Lot size includes one or more of:** | • external lot size<br>• internal lot size<br>• transfer batch size<br>• kanban size. |
| **Viability includes consideration of all of:** | • appropriate calculated processing times<br>• adequacy of equipment utilisation<br>• acceptable maintenance implications<br>• ability to meet WHS requirements<br>• ability to meet environmental requirements<br>• compliance with any legislative and regulatory requirements<br>• acceptable to stakeholders. |
| **Stakeholders include one or more** | • customers<br>• employees |


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| | |
|---|---|
| **of:** | • equipment suppliers and contractors (especially if new equipment required)<br>• regulatory authorities<br>• local community representatives<br>• utilities (e.g. water and power). |
| **Physical infrastructure includes one or more of:** | • containers/packaging<br>• material handling equipment (e.g. pipes, tanks, conveyors and hoppers)<br>• utilities supply (e.g. steam, air, gas, electricity and water). |
| **Information and control infrastructure includes one or more of:** | • quality assurance<br>• statistical process control (SPC)/six sigma<br>• planning systems/software<br>• data collection and control systems/software. |
| **Work organisation includes all of:** | • number of personnel<br>• skills/capability mix of workforce. |

# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS405022A Design a process layout

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# Assessment Requirements for MSS405022 Design a process layout

## Modification History

Release 1. Supersedes and is equivalent to MSS405022A Design a process layout

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability to design a layout for one (1) or more processes and to:

- identify products and processes
- engineer the process
- design the infrastructure
- lay out the process.

## Knowledge Evidence

Must provide evidence that demonstrates sufficient knowledge to interact with relevant personnel and be able to design a process layout, including knowledge of:

- customer requirements in terms of order size and order pattern
- processing requirements for products
- equipment capabilities and reliability
- workforce capabilities and reliability
- business requirements from layout
- work health and safety (WHS) and other regulatory requirements
- principles of process layout.

## Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence is best done from a report and/or folio of evidence drawn from:
  - a single project which provides sufficient evidence of the requirements of all the elements and performance criteria
  - multiple smaller projects which together provide sufficient evidence of the requirements of all the elements and performance criteria.
- A third-party report, or similar, may be needed to testify to the work done by the individual, particularly when the project has been done as part of a project team.
- Assessment should use a real process layout project for an operational workplace.


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- Knowledge evidence may be collected concurrently with performance evidence or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# MSS405075 Facilitate the development of a new product

## Modification History

Release 2. Updated pre-requisite code

Release 1. Supersedes and is equivalent to MSS405075A Facilitate the development of a new product

## Application

This unit of competency covers the skills and knowledge required to facilitate the development of a new or evolutionary product within an existing range of products and encompasses design for manufacture, determining the process capability and the facilitation of its initial production.

This unit applies to an individual responsible for the development of a new product. The unit assumes an initial product design has been prepared by a designer and also assumes a working knowledge of all main processes and materials so that an informed choice can be made between them. The person will normally be a manager or technical expert and be required to work closely with a range of other management and operations personnel.

The unit requires balancing the business and technical sides of the new product and would typically be done as part of a cross-functional team. This unit primarily requires the application of skills associated with communication in gathering, analysing and applying information and consulting with stakeholders. Teamwork, problem solving, initiative and enterprise, and planning and organising are required to facilitate the development of a new product. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into competitive systems and practices.

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

## Pre-requisite Unit

| | |
|---|---|
| MSS404054 | Apply statistics to operational processes |

## Competency Field

Competitive systems and practices



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# Unit Sector

Not applicable

# Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | **Confirm design brief of new product in consultation with relevant people** | 1.1 | Review product design with customer and other key stakeholders and agree on technical specification, aesthetic requirements, timelines, cost and other market requirements. |
| | | 1.2 | Determine any regulatory, industry code/intellectual property (IP) requirements for product. |
| | | 1.3 | Identify any required tooling, process or equipment needs. |
| | | 1.4 | Confirm design brief, including relevant drawings, to meet needs. |
| | | 1.5 | Determine design brief conforms to organisation objectives and capability. |
| | | 1.6 | Obtain approval on total design brief from all relevant personnel. |
| 2 | **Determine material requirements for product** | 2.1 | Select appropriate materials or combination of materials/ components in liaison with key stakeholders. |
| | | 2.2 | Determine material/component testing and evaluation regime required to meet product end use requirements, including regulatory/industry code requirements. |
| | | 2.3 | Arrange for testing and evaluation of trial materials/ components. |
| | | 2.4 | Guide material trial process and interpret material trial results. |
| | | 2.5 | Determine final materials/components specifications and details of value chain. |


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| | | | |
|---|---|---|---|
| 3 | **Determine process requirements for product** | 3.1 | Select appropriate process to make product in liaison with key stakeholders and based on relevant factors. |
| | | 3.2 | Determine any special process/equipment requirements for this product. |
| | | 3.3 | Communicate with production personnel to determine any concerns and/or training or other needs. |
| | | 3.4 | Adjust the design, as required, to satisfy customer and production needs. |
| 4 | **Ensure process needs for new product have been met** | 4.1 | Liaise with equipment design/procurement personnel. |
| | | 4.2 | Interpret hardware specifications and ensure they are appropriate for the job required. |
| | | 4.3 | Liaise with process personnel to ensure appropriate draft procedures for new product have been developed. |
| | | 4.4 | Validate product cost and design meets organisation requirements and capability. |
| 5 | **Trial new product through the process** | 5.1 | Design trialling procedure to deliver required information. |
| | | 5.2 | Liaise with relevant stakeholders. |
| | | 5.3 | Ensure health, safety and environment (HSE) requirements are observed. |
| | | 5.4 | Coordinate the trialling of the new product. |
| | | 5.5 | Interpret product trial results and guide product trial process. |
| | | 5.6 | Tune process to optimise production of new product. |
| 6 | **Determine process capability** | 6.1 | Plot appropriate statistical process control charts. |
| | | 6.2 | Determine confidence limits. |
| | | 6.3 | Compare confidence limits with product specification. |


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| | | | |
|---|---|---|---|
| 7 | **Coordinate product trials** | 7.1 | Determine product testing and evaluation regime required to meet end use requirements, including regulatory/industry code requirements. |
| | | 7.2 | Arrange for testing and evaluation of trial product/prototype. |
| | | 7.3 | Interpret product trial results and guide product trial process. |
| | | 7.4 | Determine final product specification in liaison with key stakeholders. |
| | | 7.5 | Make required changes to materials, process and equipment. |
| 8 | **Implement standard procedures for new product** | 8.1 | Monitor initial production and, in liaison with appropriate team members, adjust process, conditions and materials to ensure the product and process outcomes conform to customer, regulatory and organisation requirements. |
| | | 8.2 | Ensure process specifications are updated and reflect the optimised operation developed. |
| | | 8.3 | Ensure standard operating procedures (SOPs) are correct for the new product. |
| | | 8.4 | Ensure equipment and other hardware records are updated to reflect additions/changes. |
| | | 8.5 | Ensure project records are complete and all required reports have been completed and submitted. |
| | | 8.6 | Archive records according to company procedure. |

# Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.


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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

This field allows for 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.

| | |
|---|---|
| **Competitive systems and practices include one or more of:** | • lean operations<br>• agile operations<br>• preventative and predictive maintenance approaches<br>• statistical process control systems, including six sigma and three sigma<br>• Just in Time (JIT), kanban and other pull-related operations control systems<br>• supply, value, and demand chain monitoring and analysis<br>• 5S<br>• continuous improvement (kaizen)<br>• breakthrough improvement (kaizen blitz)<br>• cause/effect diagrams<br>• overall equipment effectiveness (OEE)<br>• takt time<br>• process mapping<br>• problem solving<br>• run charts<br>• standard procedures<br>• current reality tree. |
| **Organisation objectives and requirements include one or more of:** | • cost/profit requirements for new products (e.g. minimum return and capital expenditure limits)<br>• encouragement/discouragement of different types of products (e.g. on sustainability, ethical or other non-individual customer-related criteria)<br>• potential or actual capacity conflicts with other customers or product/process activities<br>• activities that require/may require community consultation (e.g. on noise or other environmental grounds). |
| **Typical regulatory requirements include one or more** | • work health and safety (WHS)<br>• environmental regulations<br>• structural codes |


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| | |
|---|---|
| **of:** | • product/industry-specific requirements. |
| **Typical problems include one or more of:** | • defining product end-use requirements in terms meaningful to the product design and manufacture<br>• matching suitable materials and processes to the product needs and company expertise and facilities<br>• matching (and improving) process capability to product tolerances. |
| **Relevant factors include one or more of** | • type of material<br>• dimensional precision of product<br>• length of run/number of products<br>• required aesthetics<br>• size and complexity of product<br>• available capital funding<br>• process equipment available<br>• HSE factors. |

# Unit Mapping Information

Release 2. Equivalent to Release 1

Release 1. Supersedes and is equivalent to MSS405075A Facilitate the development of a new product

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# Assessment Requirements for MSS405075 Facilitate the development of a new product

## Modification History

Release 2. Updated pre-requisite code

Release 1. Supersedes and is equivalent to MSS405075A Facilitate the development of a new product

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability to facilitate the development of one (1) or more new/modified products and to:

- confirm the design brief
- determine material and process requirements
- ensure process needs have been met
- trial the new product and determine process capability
- conduct product trials
- standardise the new product.

## Knowledge Evidence

Must provide evidence that demonstrates sufficient knowledge to interact with relevant personnel and be able to facilitate the development of a new product, including knowledge of:

- appropriate types of materials/components and criteria for choosing between them
- alternative processes/plant/equipment for making the new product and criteria for choosing between them
- determination of process capability
- appropriate sampling and testing for materials/components and products
- determination of processing time, product cost, benefit cost of the new product
- interpretation of trial/field test results.

## Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- The collection of performance evidence is best done from a report and/or folio of evidence drawn from:
    - a single project which provides sufficient evidence of the requirements of all the elements and performance criteria


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  - multiple smaller projects which together provide sufficient evidence of the requirements of all the elements and performance criteria.
- A third-party report, or similar, may be needed to testify to the work done by the individual, particularly when the project has been done as part of a project team.
- Assessment should use a real new/modified product development project in an operational workplace.
- Knowledge evidence may be collected concurrently with performance evidence or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998


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# MSTGN2005 Perform minor maintenance

## Modification History

Release 1. Supersedes and is equivalent to LMTGN2005B Perform minor maintenance

## Application

This unit of competency covers skills and knowledge to provide minor maintenance of production machines.

The unit of competency applies to checking machine performance and undertaking minor adjustments to production machines.

Work involves limited discretion, initiative and judgement on the job in own work, including liaison with specialist mechanics and technicians.

Work may be conducted in a variety of environments, such as operational workplace activities, restricted space and hazardous, controlled or exposed conditions.

Work may be undertaken on a range of machines that may include microprocessor or computer controls.

This unit of competency is applicable to all sectors of the textiles, clothing and footwear (TCF) industry.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

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

## Pre-requisite Unit

Nil

## Competency Field

Generic



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# Unit Sector

Not applicable

# Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | **Determine job requirements** | 1.1 | Follow standard operating procedures (SOPs) |
| | | 1.2 | Comply with work health and safety (WHS) requirements at all times |
| | | 1.3 | Use appropriate personal protective equipment (PPE) in accordance with SOPs |
| | | 1.4 | Identify job requirements from specifications, drawings, job sheets or work instructions |
| 2 | **Operate machine and assess performance** | 2.1 | Start and stop machine according to manufacturer requirements |
| | | 2.2 | Monitor machine operation and production readings to ensure correct procedures are assessed and product meets quality standards |
| | | 2.3 | Identify and report problem with machine |
| 3 | **Rectify minor machine fault** | 3.1 | Identify, address and report minor tool faults in machine and associated equipment, where necessary, to meet specified requirements |
| | | 3.2 | Identify, document and report major machine or product faults and inform appropriate personnel |
| | | 3.3 | Complete machine maintenance records and other documentation accurately |
| 4 | **Maintain effective machine operation** | 4.1 | Clean machine according to WHS practices and schedules, workplace procedures and manufacturer cleaning instructions |



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| | |
|---|---|
| 4.2 | Lubricate machine according to workplace requirements and schedules, workplace procedures and manufacturer lubricating instructions |
| 4.3 | Check machine to ensure correct operation |

## Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

This field allows for 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.

| | |
|---|---|
| **Workplace procedures include one or more of the following:** | • requirements prescribed by legislation, awards, agreements and conditions of employment<br>• SOPs<br>• work instructions<br>• oral, written and visual communication<br>• quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output<br>• housekeeping<br>• tasks related to environmental protection, waste disposal, pollution control and recycling<br>• WHS practices |
| **Australian Standards include:** | • the relevant industry or Australian Standards that are current at the time this unit is being undertaken |

## Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTGN2005B Perform minor maintenance


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e


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# Assessment Requirements for MSTGN2005 Perform minor maintenance

## Modification History

Release 1. Supersedes and is equivalent to LMTGN2005B Perform minor maintenance

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- starting and stopping machines and undertaking machine maintenance according to specifications, on at least two (2) occasions
- recognising fault conditions
- monitoring operating performance of machine, including machine production readings, against machine specifications
- making minor adjustments to rectify minor machine faults or problems
- completing all required tasks within job role for maintaining machine operations
- applying workplace procedures
- recording and reporting machine or product faults.

## Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- procedures and guidelines for safe operation and maintenance of machines
- typical fault conditions and related fault-finding procedures
- basic machine maintenance and repair techniques
- cleaning and lubricating techniques
- technical specifications manuals
- quality standards and practices
- workplace procedures
- recording and reporting practices.

## Assessment Conditions

- Assessors must:


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  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in performing minor machine maintenance, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The unit is applicable to all TCF sectors and assessment must ensure it is delivered to suit the industry it is being applied to.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e


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# MSTGN3016 Plan tasks to assist production operations

## Modification History

Release 1. Supersedes **and is equivalent to** MSTGN3005 Plan tasks to assist production operations**.**

## Application

This unit of competency describes the skills and knowledge required to assist in production planning by performing specific planning tasks. Tasks may include the development of rosters, work health and safety practices, workplace procedures, documentation practices and organisational systems.

This unit applies to all sectors of the textiles, clothing and footwear (TCF) industry.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

Nil

## Competency Field

Generic

## Elements and Performance Criteria

| **Elements**<br>*Elements describe the* essential *outcomes.* | **Performance Criteria**<br>*Performance criteria describe the performance needed to demonstrate achievement of the element.* |
|---|---|
| 1. Prepare to plan tasks | 1.1 Determine job and safe work requirements from work information<br>1.2 Discuss planning requirements with supervisor and confirm work brief<br>1.3 Confirm timeline, jobs and work priorities associated with planning tasks with supervisor or manager<br>1.4 Check workplace procedures and documentation relating to planning tasks and identify key personnel |


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| **Elements**<br>*Elements describe the* essential *outcomes.* | **Performance Criteria**<br>*Performance criteria describe the performance needed to demonstrate achievement of the element.* |
|---|---|
| 2. Conduct planning task | 2.1 Communicate with team, section or individuals and key personnel to seek support for planning task requirements<br>2.2 Assess and apply relevant criteria from previous and current work practices, organisational guidelines, documentation systems and quality standards to planning task<br>2.3 Use planning tools and techniques to coordinate and sequence tasks and integrate work health and safety practices to develop plan that meets workplace requirements<br>2.4 Test plan with key personnel and adjust based on feedback |
| 3. Implement plan | 3.1 Communicate all plan information in an effective way to work team, section and individuals<br>3.2 Seek feedback from team, section members and individuals to support effective operation of team or section<br>3.3 Monitor implementation of plan, and identify and apply required changes to improve outcomes<br>3.4 Document plan and implementation practices in accordance with workplace procedures |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

- Reading skills to interpret work instructions, standard operating procedures (SOPs), specifications and key requirements of industry standards
- Initiative and enterprise skills to organise the work of others to meet customer deadlines and quality requirements.

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

# Unit Mapping Information

Release 1. Supersedes **and is equivalent to** MSTGN3005 Plan tasks to assist production operations**.**


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# Links

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# Assessment Requirements for MSTGN3016 Plan tasks to assist production operations

## Modification History

Release 1. Supersedes **and is equivalent to** MSTGN3005 Plan tasks to assist production operations**.**

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- planned 2 tasks to assist production operations, covering at least 1 of the following:
  - work rosters
  - work health and safety practices
  - workplace procedures
- communicated effectively about the development of the plan to work team, section and individuals
- monitored the plan and made changes to improve outcomes
- documented the plan.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- Australian Standards, industry regulations and codes of practice that govern the control of chemicals, relevant to the workplace (such as *Australian/New Zealand Standard™ AS/NZS 4146:2000 Laundry practice*, applicable to a laundry workplace)
- production and work flow system in the workplace
- factors and constraints that negatively impact on effective work flow and how they can be controlled
- effective work methods to achieve production objectives and timelines
- effective communication strategies
- planning tools and techniques
- quality standards and procedures relevant to enterprise
- scheduling techniques
- resourcing policies, relevant to enterprise
- general staffing levels, capabilities and application of standard times
- workplace recording and reporting practices.


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# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - a TCF production environment set up with relevant standard operating procedures (SOPs), safety information and equipment
  - access to team members.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e


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# MSTTF2002 Cut, bend and shape metal

## Modification History

Release 1. Supersedes and is equivalent to LMTTF2017A Cut, bend and shape metal

## Application

This unit of competency covers the skills and knowledge required to cut prescribed lengths of metal bar stock and to bend the lengths into various shapes by hand or with the aid of formers.

Work may involve interaction with other people in the workplace, including supervisors and production personnel. Work may be conducted in a variety of environments, such as operational indoor or outdoor workplaces and hazardous or exposed conditions

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

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

## Pre-requisite Unit

Nil

## Competency Field

Textile fabrication

## Unit Sector

Not applicable

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | **Determine job requirements** | 1.1 | Follow standard operating procedures (SOPs) |
| | | 1.2 | Comply with work health and safety (WHS) |



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| | | | |
|---|---|---|---|
| | | | requirements at all times |
| | | 1.3 | Use appropriate personal protective equipment (PPE) in accordance with SOPs |
| | | 1.4 | Identify job requirements from specifications, drawings, job sheets or work instructions |
| 2 | **Prepare for cutting, bending and shaping metal** | 2.1 | Read and interpret workplace procedures and instructions |
| | | 2.2 | Establish safe working environment |
| | | 2.3 | Obtain specifications of material to be used and shape to be formed |
| | | 2.4 | Plan sequence of task operations and calculate required length of material |
| | | 2.5 | Select appropriate section material to meet specification, and choose suitable length of material stock for cutting to minimise waste |
| | | 2.6 | Move material to be cut to work area |
| | | 2.7 | Prepare appropriate hand and power tools |
| 3 | **Prepare for cutting process** | 3.1 | Mark out cutting points on material and select appropriate cutting equipment |
| | | 3.2 | Check area to ensure equipment doesn’t become entangled or damaged during operation |
| | | 3.3 | Secure material to prevent movement |
| 4 | **Cut material and informally check product** | 4.1 | Use safety equipment in accordance with WHS requirements when using cutting equipment |
| | | 4.2 | Select and install appropriate consumables as to manufacturers requirements |
| | | 4.3 | Set and operate equipment in accordance with accepted industry and WHS practices |


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| | | | |
|---|---|---|---|
| | | 4.4 | Cut material to correct length and remove burrs or rough edges by brushing, grinding or filing |
| | | 4.5 | Inspect cut sections to verify that their size and condition meets specifications and relevant workplace and industry quality standards |
| 5 | **Prepare for forming process** | 5.1 | Plan sequence of forming operations and select appropriate forming equipment |
| | | 5.2 | Check forming equipment for damage or operating defects |
| | | 5.3 | Select and set appropriate formers |
| 6 | **Form material and informally check product** | 6.1 | Place metal section in former and secure, as necessary |
| | | 6.2 | Heat metal section to facilitate bending, as necessary |
| | | 6.3 | Hot or cold bend the metal section around formers or hand form to required specification |
| | | 6.4 | Descale or otherwise finish formed product after forming |
| | | 6.5 | Inspect formed product to verify that it meets specifications and relevant workplace and industry quality standards |
| 7 | **Maintain work area and equipment** | 7.1 | Clean work area and stow tools and electrical equipment away safely |
| | | 7.2 | Comply with environmental regulations to reuse, recycle or dispose of materials as required |
| | | 7.3 | Clean and maintain cutting and forming equipment in accordance with workplace requirements and manufacturer specifications |
| | | 7.4 | Perform programmed maintenance which is within the operator’s area of responsibility |
| | | 7.5 | Inform supervisor of any abnormal conditions needing maintenance or repair |


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# Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Range of Conditions

This field allows for 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.

| | |
|---|---|
| **Workplace procedures include one or more of the following:** | • requirements prescribed by legislation, awards, agreements and conditions of employment<br>• SOPs<br>• work instructions<br>• oral, written and visual communication<br>• quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output<br>• housekeeping<br>• tasks related to environmental protection, waste disposal, pollution control and recycling<br>• WHS practices |
| **Australian Standards include:** | • the relevant industry or Australian Standards that are current at the time this unit is being undertaken |
| **Hand tools include one or more of the following:** | • hammers<br>• punches<br>• vices<br>• clamps<br>• jigs<br>• formers<br>• hand drills<br>• hacksaws<br>• files<br>• tongs |


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- wire brushes plus gloves
- goggles and other safety equipment

**Power tools include one or more of the following:**

- power hacksaws
- portable electric drills
- portable sanders and wire brushes
- guillotine
- abrasive disk cutting equipment
- gas cutting equipment

**WHS practices**

WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- SOPs
- PPE
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- environmental practices

# Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTF2017A Cut, bend and shape metal

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e


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# Assessment Requirements for MSTTF2002 Cut, bend and shape metal

## Modification History

Release 1. Supersedes and is equivalent to LMTTF2017A Cut, bend and shape metal

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- complying with all relevant safety requirements applicable to the safe use of cutting and bending equipment
- interpreting work orders
- interpreting equipment and materials specifications and instructions needed for the cutting and forming processes
- setting up cutting and forming equipment
- performing cutting process using at least three (3) different tools or equipment according to workplace procedures, on at least three (3) different products
- performing forming processes according to workplace procedures on at least three (3) products
- inspecting completed work to assess quality
- performing normal operator maintenance of work area to enable work to be conducted safely and efficiently
- documenting and communicating work related information including reporting faults and other problems
- applying workplace procedures.

## Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- specific work health and safety (WHS) requirements associated with cutting and heating equipment
- common metals and basic sections used in fabrication work
- metal cutting processes
- metal grinding and dressing processes
- metal forming processes


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- the range of cutting and forming equipment, hand tools and power tools used in cutting and forming processes and their appropriateness for particular applications
- power sources, such as single phase, three phase and weather-protected outlets
- operating principles of tools and equipment used in cutting, dressing and forming metals, including abrasive cutting wheels, gas equipment, grinding wheels, guillotines and power hacksaws
- hazards associated with powered machinery and gas equipment
- materials and equipment specifications
- environmental requirements of relevant industry and workplace procedures
- general housekeeping policies and procedures
- WHS practices, including hazard identification and control measures
- quality practices
- workplace procedures
- recording and reporting practices.

# Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in cutting, bending and shaping metal, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e


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# MSTTF2005 Translate information into measurements or diagrams

## Modification History

Release 1. Supersedes and is equivalent to LMTTF2005A Translate information into measurements or diagrams

## Application

This unit of competency covers the skills and knowledge required to translate information received orally and by other means on customer requirements into hard copy form for costing and production purposes.

Work may include interaction with enterprise clients either individually or in collaboration with other personnel from the operator's enterprise.

Work may be conducted in operational indoor or outdoor workplaces

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

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

## Pre-requisite Unit

Nil

## Competency Field

Textile fabrication

## Unit Sector

Not applicable

## Elements and Performance Criteria

Elements describe the Performance criteria describe the performance needed to



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| essential outcomes. | | demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | **Prepare to translate information into measurements or diagrams** | 1.1 | Identify customer requirements from customer information |
| | | 1.2 | Review customer information to ensure all required data is available |
| | | 1.3 | Seek additional information, as needed |
| | | 1.4 | Locate and interpret technical information about products, materials, equipment and operating procedures, as required, for processing customer request |
| | | 1.5 | Follow workplace procedures and instructions |
| 2 | **Identify components, products and services** | 2.1 | Develop concept of completed product or service |
| | | 2.2 | Determine required accessories, attachments and other components |
| | | 2.3 | Determine anchor points, and types and sizes of openings |
| | | 2.4 | Identify potential difficulties or hazards associated with manufacture of the product or provision of the service |
| | | 2.5 | Identify environmental features, regulations, insurance requirements, legal requirements and other factors which may affect the product or service to be provided |
| 3 | **Develop graphical information to help define customer requirements** | 3.1 | Apply knowledge of customer requirements to produce freehand sketches or diagrams illustrating the customer's requirements |
| | | 3.2 | Transfer dimensions and angles on to the sketch or diagram accurately |
| | | 3.3 | Mark out positions of attachments, openings, fittings or inserts accurately and clearly |
| | | 3.4 | Show positions of ropes, struts, retractors or supports clearly |
| | | 3.5 | Develop and incorporate details of gussets, pockets, hips and other features in the sketches, diagrams or drawings |


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| | | |
|---|---|---|
| | 3.6 | Calculate dimensional allowances for cutting, rolled edges, joins and reinforcements, and incorporate in the sketches, diagrams or drawings |
| | 3.7 | Make provision for seams, joins and overlaps and check all dimensions and angles are accurate |
| | 3.8 | Use tools, equipment and resources to WHS practices |
| | 3.9 | |
| 4 **Finalise information** | 4.1 | Prepare final sketches, diagrams and drawings manually or using computer-aided design (CAD) system to confirm customer requirements and provide feedback to customer |
| | 4.2 | Store information, sketches, diagrams and drawings according to workplace procedures |
| | 4.3 | Pass on graphical information to personnel within the organisation responsible for further action |

# Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Range of Conditions

This field allows for 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.

**Workplace procedures include one or more of the following:**

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures (SOPs)
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of


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| | |
|---|---|
| | own work quality and contribution to quality improvement of team or section output<br>• housekeeping<br>• tasks related to environmental protection, waste disposal, pollution control and recycling<br>• WHS practices |
| **Australian Standards include:** | • the relevant industry or Australian Standards that are current at the time this unit is being undertaken |
| **Tools, equipment and resources include one or more of the following:** | • measuring equipment<br>• rules<br>• squares<br>• protractors<br>• calculators<br>• computers and software ,including computer applications involving geometric constructions and surface area calculations |
| **WHS practices:** | WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:<br>• manual handling techniques<br>• SOPs<br>• personal protective equipment (PPE)<br>• safe materials handling<br>• taking of rest breaks<br>• ergonomic arrangement of workplaces<br>• following marked walkways<br>• safe storage of equipment<br>• housekeeping<br>• reporting accidents and incidents<br>• environmental practices |

# Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTF2005A Translate information into measurements or diagrams


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e


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# Assessment Requirements for MSTTF2005 Translate information into measurements or diagrams

## Modification History

Release 1. Supersedes and is equivalent to LMTTF2005A Translate information into measurements or diagrams

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- locating and interpreting technical information about products, materials, equipment and operating procedures
- complying with all relevant safety requirements, including safe use of measuring tools (including laser devices) and other equipment
- conceptualising customer needs from customer information
- interpreting specifications and instructions for products and materials offered to customers, and translating ideas into basic 3-D sketches and drawings for at least three (3) products
- clarifying customer instructions and providing feedback to customer
- making calculations and allowances as required to create accurate final drawings and diagrams for at least two (2) products, using manual or computer-aided design (CAD) programs to produce drawings, where possible
- documenting and communicating work related information
- applying workplace procedures.

## Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- a range of common products and services offered by the workplace
- general operating principles of common products and equipment on offer
- common types of materials used in the industry and their applications
- limitations of canvas and other materials used
- common types of strengthening and fastenings
- measuring instruments and techniques
- mathematical processes


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- plane geometry and plane geometrical shapes
- mathematical formulae (e.g. areas and volumes)
- engineering drawing principles and practices
- environmental requirements of relevant industry and workplace procedures
- general industry housekeeping policies and procedures
- work health and safety (WHS) practices, including hazard identification and control measures
- quality practices
- workplace procedures
- recording and reporting practices.

# Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in translating information into measurements or diagrams, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e


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# MSTTF2009 Identify and select canvas and sail materials

## Modification History

Release 1. Supersedes and is equivalent to LMTTF2009A Identify and select canvas and sail materials

## Application

This unit of competency covers the skills and knowledge required to identify and select appropriate materials to use in the manufacture of canvas or sail products.

This unit of competency applies to identifying, selecting and handling materials, and checking stock availability. Work may involve interaction with other people in the workplace including supervisors and production personnel. Work may be conducted in operational indoor or outdoor workplaces

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

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

## Pre-requisite Unit

Nil

## Competency Field

Textile fabrication

## Unit Sector

Not applicable

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | **Determine job** | 1.1 | Follow standard operating procedures (SOPs) |


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| | | | |
|---|---|---|---|
| | **requirements** | 1.2 | Comply with work health and safety (WHS) requirements at all times |
| | | 1.3 | Use appropriate personal protective equipment (PPE) in accordance with SOPs |
| | | 1.4 | Identify job requirements from specifications, drawings, job sheets or work instructions |
| 2 | **Identify materials** | 2.1 | Identify materials by appearance, texture, density, stock labels and product codes |
| | | 2.2 | Check stock labels or tags against product codes and manufacturer specifications to confirm correct identification |
| | | 2.3 | Read and apply workplace procedures and instructions |
| 3 | **Select materials** | 3.1 | Select materials in accordance with job specifications, fitness for purpose and work order instructions |
| | | 3.2 | Check materials stocks to ensure sufficient quantities of materials are available to meet job requirements |
| | | 3.3 | Check materials to ensure they conform to specifications, descriptions and relevant quality standards |
| 4 | **Handle and store materials** | 4.1 | Follow appropriate WHS practices and work procedures when examining stock in racks or shelves |
| | | 4.2 | Follow safe working practices when handling or moving stock |
| | | 4.3 | Use appropriate lifting equipment to lift heavy or awkward loads |
| | | 4.4 | Use appropriate posture and lifting techniques for manual handling of materials |
| | | 4.5 | Seek assistance in handling materials when necessary |
| | | 4.6 | Store materials in accordance with workplace procedures and manufacturer recommendations |


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# Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Range of Conditions

This field allows for 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.

| | |
|---|---|
| **Workplace procedures include one or more of the following:** | • requirements prescribed by legislation, awards, agreements and conditions of employment<br>• SOPs<br>• work instructions<br>• oral, written and visual communication<br>• quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output<br>• housekeeping<br>• tasks related to environmental protection, waste disposal, pollution control and recycling<br>• WHS practices |
| **Australian Standards include:** | • the relevant industry or Australian Standards that are current at the time this unit is being undertaken |
| **Materials include the following:** | • fibres and yarns used in canvas and sail making<br>• ropes<br>• dacron, nylon and composite sail cloths<br>• attachments (metal and non-metal)<br>• adhesives |
| **WHS practices** | WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the |


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following:

- manual handling techniques
- SOPs
- PPE
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- environmental practices

# Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTF2009A Identify and select canvas and sail materials

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e


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# Assessment Requirements for MSTTF2009 Identify and select canvas and sail materials

## Modification History

Release 1. Supersedes and is equivalent to LMTTF2009A Identify and select canvas and sail materials

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- locating and interpreting technical information about materials used in the canvas and sail making industry
- identifying at least five (5) examples of materials by appearance, texture, density and other relevant characteristics
- interpreting and applying work orders, materials specifications and instructions for storage, handling and use
- correctly identifying and handling at least five (5) textile materials used in the canvas and sail making industry
- selecting appropriate materials to meet specified job requirements
- complying with all relevant safety requirements including safe handling and storage of materials
- storing materials according to product requirements and workplace procedures.

## Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- product construction principles and methods
- characteristics of a wide range of materials used in the canvas and sail industry
- industry applications of various materials
- relative advantages and disadvantages of various materials for particular applications
- joining characteristics of various materials
- materials labelling principles and practices, including 'care' labelling
- standard industry practices for storage and handling of materials
- relevant materials quality standards


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- work health and safety (WHS) and environmental requirements of relevant industry and workplace procedures
- general housekeeping policies and procedures
- quality practices
- workplace procedures.

## Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in identifying and selecting canvas and sail materials, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e


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# MSTTF2014 Weld plastic materials

## Modification History

Release 1. Supersedes and is equivalent to LMTTF2014A Weld plastic materials

## Application

This unit of competency covers the skills and knowledge required to weld plastic materials within the safe operating parameters of the equipment used.

The unit of competency applies to hot air and hot wedge welding of plastic in the textile fabrication industry. Work may be conducted in a variety of environments, such as operational indoor or outdoor workplaces, and in hazardous or exposed conditions.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

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

## Pre-requisite Unit

Nil

## Competency Field

Textile fabrication

## Unit Sector

Not applicable

## Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | **Determine job requirements** | 1.1 | Follow standard operating procedures (SOPs) |
| | | 1.2 | Comply with work health and safety (WHS) |


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| | | | |
|---|---|---|---|
| | | | requirements at all times |
| | | 1.3 | Use appropriate personal protective equipment (PPE) in accordance with SOPs |
| | | 1.4 | Identify job requirements from specifications, drawings, job sheets or work instructions |
| 2 | **Select welding process and plan the work** | 2.1 | Read and interpret workplace procedures and instructions |
| | | 2.2 | Determine nature of material to be welded and select an appropriate welding process |
| | | 2.3 | Establish a safe working environment, identify suitable electrical power outlets and plan work to maximise safety and productivity |
| | | 2.4 | Select appropriate hand-held or stationary manual welding equipment, check serviceability and follow correct ‘on’ procedures |
| | | 2.5 | Select and prepare appropriate supplementary hand and power tools for the job |
| 3 | **Perform welding** | 3.1 | Prepare surfaces of material for welding |
| | | 3.2 | Lay out material on working table or other suitable surface and anchor material to prevent movement |
| | | 3.3 | Adjust equipment temperature to prescribed settings |
| | | 3.4 | Lower screens or barriers, where fitted, prior to welding process |
| | | 3.5 | Operate welding equipment in accordance with workplace procedures |
| | | 3.6 | Examine weld area or test for correct fusion of materials, and remove work piece |
| 4 | **Check quality of weld and finalise** | 4.1 | Inspect completed weld to verify that it meets the required standard |


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| | | |
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| **work** | 4.2 | Label or tag completed product and complete any necessary documentation in accordance with workplace procedures |
| | 4.3 | Clean work area, clean and return tools and equipment to safe storage, and perform normal basic maintenance, in accordance with workplace requirements and manufacturer specifications |

## Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

This field allows for 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.

| | |
|---|---|
| **Workplace procedures include one or more of the following:** | • requirements prescribed by legislation, awards, agreements and conditions of employment<br>• SOPs<br>• work instructions<br>• oral, written and visual communication<br>• quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output<br>• housekeeping<br>• tasks related to environmental protection, waste disposal, pollution control and recycling<br>• WHS practices |
| **Australian Standards include:** | • the relevant industry or Australian Standards that are current at the time this unit is being undertaken |
| **Materials include one or more of the** | • PVC<br>• vinyls |


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| | |
|---|---|
| **following:** | • clear plastics |
| **Welding equipment includes two or more of the following:** | • foot controlled welder<br>• hand welder<br>• hot air welder<br>• hot wedge welder |
| **Hand and power tools include one or more of the following:** | • hammers<br>• rasps<br>• files<br>• portable sanders |
| **WHS practices** | WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:<br>• manual handling techniques<br>• SOPs<br>• PPE<br>• safe materials handling<br>• taking of rest breaks<br>• ergonomic arrangement of workplaces<br>• following marked walkways<br>• safe storage of equipment<br>• housekeeping<br>• reporting accidents and incidents<br>• environmental practices |

# Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTF2014A Weld plastic materials

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e


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# Assessment Requirements for MSTTF2014 Weld plastic materials

## Modification History

Release 1. Supersedes and is equivalent to LMTTF2014A Weld plastic materials

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- complying with all relevant safety requirements, including safe use of plastic welding equipment, hand and power tools and electrical equipment
- following work orders
- interpreting equipment and materials specifications and instructions needed for the plastic welding process
- preparing material to be welded and setting up welding equipment
- performing at least two (2) forms of welding of plastic materials to industry standards, quality and consistency, and testing for correct fusion of materials, on at least five (5) occasions
- performing normal operator maintenance of work area to enable work to be conducted safely and efficiently
- labelling or tagging materials, and documenting and communicating work-related information, including reporting of faults and other problems, according to workplace procedures

## Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- specific work health and safety (WHS) requirements associated with hot air and hot wedge welding
- hazards associated with heated plastics
- plastic welding principles and techniques
- general operating principles of plastic welding equipment
- a range of plastic welding equipment, hand tools and power tools commonly used in the plastic welding process and their appropriateness for particular applications
- power sources, such as single phase, three phase and weather-protected outlets
- materials and equipment specifications
- relevant quality standards for plastic welds


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- WHS and environmental requirements of relevant industry and workplace procedures
- general housekeeping policies and procedures
- WHS practices, including hazard identification and control measures
- quality practices
- workplace procedures
- recording and reporting practices.

# Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in welding plastic materials, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e


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# MSTTF2015 Install products on and off site

## Modification History

Release 1. Supersedes and is equivalent to LMTTF2016A Install products on and off site

## Application

This unit of competency covers the skills and knowledge required to install canvas and sail products both on site and off site.

The unit of competency applies to the installation, operation and maintenance of canvas and sail products and equipment both on and off site. Work may be conducted in a variety of environments, such as operational indoor, outdoor workplaces or on site

Work may require independence, discretion, judgement and acceptance of responsibility for overall work outcomes. Work may involve planning and coordination of tasks and processes, interaction with other enterprise personnel, enterprise clients, manufacturer representatives and other external personnel.

Work may be conducted in small to large scale enterprises and may involve individual and team activities.

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

## Pre-requisite Unit

Nil

## Competency Field

Textile fabrication

## Unit Sector

Not applicable



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# Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | **Determine job requirements** | 1.1 | Follow standard operating procedures (SOPs) |
| | | 1.2 | Comply with work health and safety (WHS) requirements at all times |
| | | 1.3 | Use appropriate personal protective equipment (PPE) in accordance with SOPs |
| | | 1.4 | Identify job requirements from specifications, drawings, job sheets or work instructions |
| 2 | **Prepare for installation** | 2.1 | Read and interpret workplace procedures and instructions, including interpreting drawings and technical information to guide installation |
| | | 2.2 | Plan task operation sequence, identify suitable electrical power outlets and equipment to work above ground, as required |
| | | 2.3 | Arrange additional assistance, if required |
| | | 2.4 | Select and prepare appropriate tools and prepare site |
| 3 | **Prepare to work above ground** | 3.1 | Select, secure and adequately support ladders or other devices, such as steps or bosun's chair, as required for the tasks |
| | | 3.2 | Erect appropriate barriers and signs when working overhead |
| | | 3.3 | Obtain assistance, as necessary, when working above the ground or deck |
| 4 | **Fit products** | 4.1 | Use appropriate marking tools and measuring equipment to mark out fitting positions |
| | | 4.2 | Check products to be installed to ensure they meet specifications and are fit for their intended purpose |


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| | | | |
|---|---|---|---|
| | | 4.3 | Use appropriate ladders or other devices to gain height advantage |
| | | 4.4 | Sequence all operations according to specifications and workplace procedures ,as required, to complete a normal installation |
| | | 4.5 | Apply appropriate WHS precautions and environmental practices during all phases of the installation |
| | | 4.6 | Work in cooperation with other team members, as required, to fit products |
| 5 | **Inspect and check quality** | 5.1 | Inspect completed work to verify that the products and installation work meet job specifications and relevant workplace and industry quality standards |
| | | 5.2 | Check that installation is correct, and that products fit and operate correctly |
| | | 5.3 | Determine if any re-work or rectification is required, undertake re-work or take other appropriate action |
| 6 | **Provide customer information and finalise work** | 6.1 | Supply customer with information on how to use product, as required |
| | | 6.2 | Demonstrate product to customer and answer questions within scope of own responsibility |
| | | 6.3 | Clean work area, clean and return tools to safe storage, and perform normal basic maintenance, in accordance with workplace procedures |
| | | 6.4 | Clean and stow away ladders, bosun's chair or other equipment |
| | | 6.5 | Complete project documentation and obtain customer signature, if required |

# Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.


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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

This field allows for 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.

**Workplace procedures include one or more of the following:**

- requirements prescribed by legislation, awards, agreements and conditions of employment
- SOPs
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- WHS practices

**Australian Standards include:**

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

**Products include one or more of the following:**

- blinds
- awnings
- annexes
- sails

**Tools include one or more of the following:**

- hand tools:
  - hammers
  - punches
  - hand drills
  - saws
  - hacksaws
  - rasps
  - wire brushes
  - pop-rivets
  - expanding bolts


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- power tools:
- portable electric drills
- routers
- portable sanders
- abrasive disk cutting equipment
- electric punches

**Normal installation includes one or more of the following**

- using appropriate tools to drill and prepare locating holes
- safely lifting or lowering products into position
- using appropriate fastenings to attach or anchor product
- fitting pulleys or sheave blocks
- threading or attaching ropes or cables, as necessary
- fitting stays or other fastenings
- cleaning up work area after fitting

**WHS practices**

WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- SOPs
- PPE
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- environmental practices

# Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTF2016A Install products on and off site

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e


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# Assessment Requirements for MSTTF2015 Install products on and off site

## Modification History

Release 1. Supersedes and is equivalent to LMTTF2016A Install products on and off site

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- complying with all relevant safety requirements, including safe use of ladders, bosun's chair, load hoisting equipment and electrical equipment
- interpreting work orders, drawings and installation instructions
- complying with product and equipment specifications during installation
- performing normal installation and setting of products and equipment on at least two (2) occasions
- using relevant hand and power tools safely
- inspecting and testing operation of installed products and equipment
- specifying any rectification necessary
- performing normal operator maintenance of work area to enable work to be conducted safely and efficiently
- communicating effectively with client on installation process and product operation
- demonstrating products to customer, answering questions, completing project documentation and obtaining customer signature, if required, according to workplace procedures.

## Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- electrical and general workplace hazards and means of identifying them
- operating principles of products and associated equipment to be installed
- the range of hand tools, power tools, measuring devices and other equipment used in the installation process, and their operating principles and appropriateness for particular applications
- power sources, such as single phase, three phase and weather-protected outlets
- format of product and equipment specifications


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- setting and adjustment principles and processes for products and equipment being installed
- typical problems of products and associated equipment and their rectification procedures
- relevant product quality standards for products and equipment installed
- work health and safety (WHS) and environmental requirements of relevant industry and workplace procedures, including use of equipment for working aloft
- general housekeeping policies and procedures
- mathematical processes used in the installation and checking processes
- WHS practices, including hazard identification and control measures
- quality practices
- workplace procedures
- recording and reporting practices.

# Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in installing products on and off site, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e


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# MSTTF3001 Identify client and site requirements for installation of fabricated textile products

## Modification History

Release 1. Supersedes and is equivalent to LMTTF3001A Identify client requirements (on site)

## Application

This unit of competency covers the skills and knowledge required to establish and document client and site requirements for the installation of fabricated textile products.

The unit includes identifying client requirements and WHS and environmental issues from site inspection, using discretion, initiative and judgement on the job. Work may be conducted in a variety of environments, such as large to small scale enterprises, including indoor or outdoor operations.

All elements of this unit of competency are performed under the general guidance and review of a supervisor.

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

## Pre-requisite Unit

Nil

## Competency Field

Textile fabrication

## Unit Sector

Not applicable

## Elements and Performance Criteria

| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
|---|---|


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| | | | |
|---|---|---|---|
| 1 | **Prepare to identify client's requirements on site** | 1.1 | Prepare inspection tools and equipment and arrange for visit on site |
| | | 1.2 | Establish contact and apply communication skills to develop rapport with the client |
| | | 1.3 | Provide personal identification and confirm purpose of visit |
| | | 1.4 | Explain process for determining client's needs |
| | | 1.5 | Obtain permission to inspect location, take measurements and gather relevant information |
| 2 | **Obtain detailed information from client** | 2.1 | Use appropriate questioning techniques to identify client requirements and gather detailed information |
| | | 2.2 | Present preliminary product information and discuss options with client |
| | | 2.3 | Document client requirements |
| 3 | **Conduct site inspection** | 3.1 | Arrange and adapt to work area, so that inspection can be conducted safely and efficiently |
| | | 3.2 | Select ladders, steps or bosun's chair, as appropriate, to inspect site and take measurements, and use in accordance with work health and safety (WHS) practices |
| | | 3.3 | Secure and adequately support ladder or other device |
| | | 3.4 | Erect appropriate barriers and signs when operator is overhead |
| | | 3.5 | Seek assistance, as necessary, when working above ground or deck |
| | | 3.6 | Identify safe anchor points for products or other relevant architectural or marine structural equipment |
| | | 3.7 | Take measurements and note special features likely to affect installation of products or their performance in service |
| | | 3.8 | Take account of labour rates and costs of materials and equipment to estimate costs, and record results of |


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| | | | |
|---|---|---|---|
| | | | inspection |
| 4 | **Conclude inspection on site** | 4.1 | Replace items shifted or removed during the information gathering process |
| | | 4.2 | Return client equipment used in the inspection process |
| | | 4.3 | Notify client when operator is leaving the site |

# Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Range of Conditions

This field allows for 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.

| | |
|---|---|
| **Workplace procedures include one or more of the following:** | • requirements prescribed by legislation, awards, agreements and conditions of employment<br>• standard operating procedures (SOPs)<br>• work instructions<br>• oral, written and visual communication<br>• quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output<br>• housekeeping<br>• tasks related to environmental protection, waste disposal, pollution control and recycling<br>• WHS practices |
| **Australian Standards include:** | • the relevant industry or Australian Standards that are current at the time this unit is being undertaken |
| **Client's requirements** | • types of materials |


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| | |
|---|---|
| **include one or more of the following:** | • types of products and equipment<br>• operating principles and mechanisms<br>• costs<br>• timelines<br>• colours<br>• size, dimensions and shape<br>• delivery and installation dates<br>• installation procedure to be followed<br>• crowd barriers or fencing |
| **WHS practices include one or more of the following:** | WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:<br>• manual handling techniques<br>• SOPs<br>• personal protective equipment (PPE)<br>• safe materials handling<br>• taking of rest breaks<br>• ergonomic arrangement of workplaces<br>• following marked walkways<br>• safe storage of equipment<br>• housekeeping<br>• reporting accidents and incidents<br>• additional licensing or permits<br>• environmental practices |

# Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTF3001A Identify client requirements (on site)

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e


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# Assessment Requirements for MSTTF3001 Identify client and site requirements for installation of fabricated textile products

## Modification History

Release 1. Supersedes and is equivalent to LMTTF3001A Identify client requirements (on site)

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria, and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- preparing tools and equipment for inspection, arranging visit on site, and conducting at least twp (2) on-site inspections safely and efficiently to determine work requirements
- greeting client in an appropriate manner, identifying and confirming client needs, and demonstrating product knowledge
- taking measurements and noting site requirements likely to affect installation of products or their performance in service
- asking appropriate questions, clarifying information and providing feedback to client
- documenting and communicating work-related information including costs, measurements, specifications, client details and requirements
- complying with all relevant safety requirements, including safe use of ladders, steps, measuring tools (including laser devices), and other equipment
- concluding inspection on site according to workplace procedures.

## Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- hazards associated with working at heights
- range of products and services offered by the workplace
- principles of operating products and equipment
- types of materials and their applications
- limitations of canvas and other materials used
- types of strengthening and fastenings
- the service life of different materials
- instruments and techniques for measuring
- mathematical processes


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- mathematical formulae for areas and volumes
- labour rates and approximate costs of products and materials
- power sources, such as single phase, three phase and weather-protected outlets
- work health and safety (WHS) and environmental requirements of relevant industry and workplace procedures
- general industry housekeeping policies and procedures
- WHS practices, including hazard identification and control measures
- client communication
- quality practices
- workplace practices
- practices for recording and reporting.

# Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in identifying client requirements on site, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e


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# MSTTF3002 Gain customer acceptance of service proposal

## Modification History

Release 1. Supersedes and is equivalent to LMTTF3002A Gain customer acceptance of service proposal

## Application

This unit of competency covers the skills and knowledge required to gain customer acceptance of a proposal to provide a product and service.

The unit of competency applies to establishing and documenting a proposal to meet customer requirements and obtaining agreement for work to proceed. Interaction with the customer is usually performed individually but may involve collaborative approach with other personnel from the operator's workplace.

Work may be conducted in a variety of environments, such as operational indoor, outdoor workplaces or on site.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

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

## Pre-requisite Unit

Nil

## Competency Field

Textile fabrication

## Unit Sector

Not applicable


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# Elements and Performance Criteria

| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
|---|---|---|---|
| 1 | **Develop customer proposal** | 1.1 | Review documentation to confirm all required information is available |
| | | 1.2 | Establish customer requirements and determine products, processes and service for customer |
| | | 1.3 | Identify alternatives and determine material and production costs |
| | | 1.4 | Calculate costs for proposed service |
| | | 1.5 | Assess timing, costs and service against customer requirements |
| | | 1.6 | Develop proposal and document for customer |
| 2 | **Present proposal to customer** | 2.1 | Contact customer and present proposal in person, or by using digital technology or by other arranged means |
| | | 2.2 | Provide customer with detailed information regarding products, processes and alternative solutions, which could satisfy customer requirements |
| | | 2.3 | Discuss features and benefits of proposal with the customer |
| 3 | **Seek customer acceptance** | 3.1 | Respond to any customer concerns, seek customer approval and acceptance, and confirm agreement |
| | | 3.2 | Identify any required changes to the proposal and modify proposal accordingly |
| | | 3.3 | Obtain customer acceptance |
| 4 | **Confirm service to be provided** | 4.1 | Confirm customer address and contact details |
| | | 4.2 | Establish agreement with the customer and obtain signature |


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4.3 Confirm time, product and service to be provided and arrange delivery

4.4 Provide duplicate of proposal and agreement to customer for future reference

4.5 Obtain deposit, where applicable, or arrange other payment from customer

4.6 Provide customer receipt and record form of payment

## Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

This field allows for 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.

**Workplace procedures include one or more of the following:**

- requirements prescribed by legislation, awards, agreements and conditions of employment
- standard operating procedures (SOPs)
- work instructions
- oral, written and visual communication
- quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output
- housekeeping
- tasks related to environmental protection, waste disposal, pollution control and recycling
- work health and safety (WHS) practices

**Australian Standards include:**

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken



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| | |
|---|---|
| **Documentation includes one or more of the following:** | • sketches, diagrams and maps<br>• dimensions and measurements<br>• documentation on customer requirements |
| **Customer requirements include one or more of the following:** | • types of materials<br>• types of products and equipment<br>• operating principles and mechanisms<br>• costs<br>• timelines<br>• colours<br>• size, dimensions and shape<br>• delivery and installation dates<br>• installation procedure to be followed |
| **WHS practices** | WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:<br>• manual handling techniques<br>• SOPs<br>• personal protective equipment (PPE)<br>• safe materials handling<br>• taking of rest breaks<br>• ergonomic arrangement of workplaces<br>• following marked walkways<br>• safe storage of equipment<br>• housekeeping<br>• reporting accidents and incidents<br>• environmental practices |

# Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTF3002A Gain customer acceptance of service proposal

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e


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# Assessment Requirements for MSTTF3002 Gain customer acceptance of service proposal

## Modification History

Release 1. Supersedes and is equivalent to LMTTF3002A Gain customer acceptance of service proposal

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria on at least three occasions and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices
- applying relevant standards
- establishing customer requirements and determining products, processes and services for customer, on at least three (3) occasions
- calculating costs and identifying details of proposed products and services
- providing customer with detailed proposal in person, or electronically or other appropriate method
- answering customer queries to clarify or amend proposal if required
- developing written proposal for customer approval, incorporating all required details, including costs, products and services and timeframe
- establishing agreement with the customer and obtaining signature and deposit or arranging other payment
- completing required documentation for customer and own workplace according workplace procedures.

## Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- workplace documentation and procedures for establishing agreements to provide services
- hazards associated with working at heights
- range of products and services offered by the enterprise
- principles of operating products and equipment
- types of materials and their applications
- limitations of canvas and other materials used
- types of strengthening and fastenings
- service life of different materials
- instruments and techniques for measuring


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- mathematical processes
- mathematical formulas for area and volume
- labour rates and approximate costs of products and materials
- power sources such as single phase, three phase, and weather protected outlets
- work health and safety (WHS) and environmental requirements of relevant industry and workplace procedures
- general industry housekeeping policies and procedures
- WHS practices, including hazard identification and control measures
- quality practices
- workplace procedures
- practices for documenting agreements and recording and reporting provision of products and services.

# Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in gaining customer acceptance of service proposal, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e


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# MSTTF3004 Perform advanced welding of plastic materials

## Modification History

Release 1. Supersedes and is equivalent to LMTTF3004A Perform advanced welding of plastic materials

## Application

This unit of competency covers the skills and knowledge required to perform high frequency welding of plastic materials using equipment within the safe operating parameters of the equipment used.

The unit of competency applies to the welding of plastic in the textile fabrication industry. Work may be conducted in a variety of environments, such as operational indoor or outdoor workplaces, and hazardous or exposed conditions.

Work may be conducted in small to large scale enterprises and may involve individual and team activities. Work is performed within defined procedures under direct supervision.

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

## Pre-requisite Unit

MSTTF2014 Weld plastic materials

## Competency Field

Textile fabrication

## Unit Sector

Not applicable

## Elements and Performance Criteria

| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
|---|---|



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| | | | |
|---|---|---|---|
| 1 | **Determine job requirements** | 1.1 | Follow standard operating procedures (SOPs) |
| | | 1.2 | Comply with work health and safety (WHS) requirements at all times |
| | | 1.3 | Use appropriate personal protective equipment (PPE) in accordance with SOPs |
| | | 1.4 | Identify job requirements from specifications, drawings, job sheets or work instructions |
| 2 | **Prepare for welding** | 2.1 | Read and interpret workplace procedures and instructions |
| | | 2.2 | Determine nature of material to be welded and select an appropriate welding process |
| | | 2.3 | Establish a safe working environment, identify suitable electrical power outlets and plan work to maximise safety and productivity |
| | | 2.4 | Select appropriate hand-held or stationary manual welding equipment, check serviceability and follow correct ‘on’ procedures |
| | | 2.5 | Select and prepare appropriate supplementary hand and power tools for the job |
| 3 | **Perform high frequency welding** | 3.1 | Prepare surfaces of material for welding |
| | | 3.2 | Lay out material on working table or other suitable surface and anchor material to prevent movement |
| | | 3.3 | Adjust equipment temperature or operating frequency to prescribed settings |
| | | 3.4 | Lower screens or barriers, where fitted, prior to welding process |
| | | 3.5 | Keep operator and bystanders at an appropriate distance or suitably protected when high frequency welding is being undertaken |
| | | 3.6 | Operate welding equipment in accordance with WHS and workplace procedures |


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| | | | |
|---|---|---|---|
| | | 3.7 | Examine weld area or test for correct fusion of materials, and remove work piece |
| | | 3.8 | Identify and address problems or faults |
| 4 | **Check quality of weld and finalise work** | 4.1 | Inspect completed weld to verify that it meets the required standard |
| | | 4.2 | Label or tag completed product and complete any necessary documentation in accordance with workplace procedures |
| | | 4.3 | Clean work area, clean and return tools and equipment to safe storage, and perform normal basic maintenance, in accordance with workplace requirements and manufacturer specifications |

# Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Range of Conditions

This field allows for 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.

| | |
|---|---|
| **Workplace procedures include one or more of the following:** | • requirements prescribed by legislation, awards, agreements and conditions of employment<br>• SOPs<br>• work instructions<br>• oral, written and visual communication<br>• quality practices, including responsibility for maintenance of own work quality and contribution to quality improvement of team or section output<br>• housekeeping<br>• tasks related to environmental protection, waste disposal, pollution control and recycling |


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- WHS practices

**Australian Standards include:**

- the relevant industry or Australian Standards that are current at the time this unit is being undertaken

**Materials include the following:**

- PVC
- vinyls
- clear plastics

**Hand and power tools include the following:**

- hammers
- rasps
- files
- portable sanders
- high frequency welder

**WHS practices**

WHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and include one or more of the following:

- manual handling techniques
- SOPs
- PPE
- safe materials handling
- taking of rest breaks
- ergonomic arrangement of workplaces
- following marked walkways
- safe storage of equipment
- housekeeping
- reporting accidents and incidents
- environmental practices

# Unit Mapping Information

Release 1. Supersedes and is equivalent to LMTTF3004A Perform advanced welding of plastic materials



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# Links

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# Assessment Requirements for MSTTF3004 Perform advanced welding of plastic materials

## Modification History

Release 1. Supersedes and is equivalent to LMTTF3004A Perform advanced welding of plastic materials

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include:

- reading and following work instructions, standard operating procedures (SOPs), safe work practices and other reference material
- applying relevant standards
- complying with all relevant safety requirements, including safe use of plastic welding equipment, hand and power tools and electrical equipment
- following work orders
- interpreting equipment and materials specifications and instructions needed for the plastic welding process
- preparing material to be welded and setting up welding equipment
- using high frequency welder on at least five (5) products and performing welds, according to workplace requirements, with a satisfactory degree of quality consistency
- performing normal operator maintenance of work area to enable work to be conducted safely and efficiently
- documenting and communicating work-related information including reporting of faults and other problems
- labelling or tagging completed product and completing any necessary documentation in accordance with workplace procedures.

## Knowledge Evidence

Evidence must be provided that demonstrates knowledge of:

- safe work practices and procedures and use of personal protective equipment (PPE)
- relevant Australian Standards
- specific work health and safety (WHS) requirements associated with hot air and hot wedge welding
- hazards associated with heated plastics
- plastic welding principles and techniques
- operations of a high frequency welder
- general operating principles of plastic welding equipment


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- a range of plastic welding equipment, hand tools and power tools commonly used in the plastic welding process, and their appropriateness for particular applications
- operations of a high frequency welder
- power sources, such as single phase, three phase and weather-protected outlets
- materials and equipment specifications
- relevant quality standards for plastic welds
- WHS and environmental requirements of relevant industry and workplace procedures
- general housekeeping policies and procedures
- WHS practices, including hazard identification and control measures
- quality practices
- workplace procedures
- recording and reporting practices.

# Assessment Conditions

- Assessors must:
  - satisfy the assessor competency requirements that are in place at the time of the assessment, as set by the VET regulator
  - have vocational competency in performing advanced welding of plastic materials, at least to the level being assessed, with relevant industry knowledge and experience.
- Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e


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# MSTTX2014 Perform industrial sewing on textile products

## Modification History

Release 1. Supersedes and is equivalent to MSTTX2009 Perform industrial sewing on textile products.

## Application

This unit of competency describes the skills and knowledge required to identify work requirements and sew textile products to specifications using industrial sewing machines.

This unit applies to operators working in accordance with defined procedures in any textile manufacturing context. Machines and tasks are preset.

Areas of work may include automotive trimming, blinds and awnings, clothing manufacture, leatherwork, marine trimming, sailmaking, upholstery or specialised textile manufacture.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

## Pre-requisite Unit

Nil.

## Competency Field

Textile production.

## Elements and Performance Criteria

| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare to perform industrial sewing | 1.1 Identify job requirements from work documentation<br>1.2 Identify and comply with work health and safety requirements in accordance with workplace procedures<br>1.3 Receive and check work and determine any follow-up action<br>1.4 Lay out work in sequence<br>1.5 Prepare and check workstation and machine in accordance with workplace procedures<br>1.6 Follow procedures for minimising waste |


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| **Elements** | **Performance Criteria** |
|---|---|
| *Elements describe the* essential *outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 2. Sew textile product | 2.1 Sew products to meet specifications, quality standards and speed of operations<br>2.2 Control machine speed and work handling according to the type of operations, fabrics and product type<br>2.3 Check machine performance regularly and inspect finished work for signs of faulty operation<br>2.4 Take required action to rectify faults during the sewing process in accordance with workplace procedures |
| 3. Complete work | 3.1 Inspect completed sewn components against quality standards, identify any faults and take appropriate action<br>3.2 Accurately record results of inspection and any action to correct or reject faulty work<br>3.3 Take and keep a record of preventative action to avoid recurrence of defective work<br>3.4 Complete production records in accordance with workplace procedures<br>3.5 Direct completed work to the next operation or packing section |

# Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

- Numeracy skills to:
  - interpret numerical information on machines and in job requirements
  - measure and compare work against production and quality requirements
- Oral communication skills to share and report job information to colleagues and supervisors
- Reading skills to interpret job requirements and workplace procedures
- Writing skills to complete quality forms and production records

Other foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Unit Mapping Information

Release 1. Supersedes and is equivalent to MSTTX2009 Perform industrial sewing on textile products.

# Links

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# Assessment Requirements for MSTTX2014 Perform industrial sewing on textile products

## Modification History

Release 1. Supersedes and is equivalent to MSTTX2009 Perform industrial sewing on textile products**.**

## Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- completed sewing to required specifications on 5 different jobs, with all of the following to be included in any combination:
  - operation of 2 different industrial sewing machines
  - positioning, feeding and handling of work pieces with some discretionary changes, contouring or critical stopping points
  - gathering
  - easing
  - tucking
  - stitching curves
- responded appropriately to 2 different sewing problems.

## Knowledge Evidence

There must be evidence the candidate has knowledge of:

- existence of any Australian Standards requirements for materials or products being sewn
- techniques for use and basic maintenance of two types of industrial sewing machine
- main types and sizes of needles and their applications
- basic characteristics of fabrics and threads used in different types of textile products, including how they perform and required tensions
- workplace practices and procedures for:
  - quality assurance
  - recording and reporting of information
  - identification and rectification of problems
  - safety and hazard control, including use of product-specific personal protective equipment (PPE) and manual handling
  - waste management and sustainability.


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# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - industrial sewing machines (minimum 2 types)
  - textile products to be sewn
  - work specifications
  - workplace procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume Implementation Guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a203ec5c-de7d-406b-b3e1-8f1a9b76e92e


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# SIRRINV002 Control stock

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to process stock orders, maintain stock levels, minimise stock losses, manage stocktakes and maintain all documents that relate to the administration of any type of stock.

This unit applies to individuals responsible for stock control. They work within organisational systems and procedures, but make decisions about stock administration and may have responsibility for others.

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

## Pre-requisite Unit

Nil

## Competency Field

Inventory

## Unit Sector

Retail

## Elements and Performance Criteria

| ELEMENTS | PERFORMANCE CRITERIA |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Monitor stock receipt and dispatch. | 1.1. Implement organisational policies and procedures for receipt, dispatch and secure storage of stock.<br>1.2. Allocate tasks and monitor staff to ensure organisational procedures are followed, and documentation is completed |


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| | |
|---|---|
| | correctly.<br>1.3. Confirm that stock quantity and quality inspections on receipt meet organisational standards.<br>1.4. Act on variations to quantity and quality of delivered stock.<br>1.5. Supervise safe stock handling and storage. |
| 2. Maintain stock records. | 2.1. Monitor stock and maintain stock at required levels.<br>2.2. Maintain, monitor and adjust stock reorder cycles as required.<br>2.3. Provide clear information to team members about individual stock recording responsibilities.<br>2.4. Maintain stock storage and movement records.<br>2.5. Record and report stock discrepancies.<br>2.6. Monitor stock performance and identify and report fast and slow-selling items. |
| 3. Process and follow up orders. | 3.1. Process and raise stock orders according to organisational procedures.<br>3.2. Monitor delivery of stock to ensure agreed deadlines and inventory requirements are met.<br>3.3. Liaise with suppliers to ensure continuity of supply.<br>3.4. Resolve routine supply problems or refer to appropriate personnel for action.<br>3.5. Distribute stock within the organisation according to required allocations.<br>3.6. Handle routine supply problems or refer to management as required by store policy. |
| 4. Minimise stock losses. | 4.1. Regularly check storage of stock and ensure its protection.<br>4.2. Identify, record and report stock losses.<br>4.3. Identify avoidable losses and establish reasons for them.<br>4.4. Recommend solutions and implement procedures to prevent future losses. |
| 5. Coordinate stocktake or cyclical count. | 5.1. Explain procedures for stocktake and cyclical counts to team members.<br>5.2. Allocate stocktaking tasks to individual team members ensuring effective use of staff resources to complete task.<br>5.3. Provide team members with clear directions for performance of each task.<br>5.4. Produce accurate reports for management on stocktake data, including discrepancies. |


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# Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS | DESCRIPTION |
|---|---|
| Reading skills to: | • interpret supplier purchasing agreements, purchase orders, records of incoming stock and organisational policies and procedures for stock control. |
| Numeracy skills to: | • calculate:<br>  • supplier costs and complex order costs<br>  • complex details of stock on hand and stock losses and produce complex numerically-based reports<br>• reconcile incoming stock and invoices against purchase orders. |
| Technology skills to: | • use business technology for inventory management. |

# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d


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# Assessment Requirements for SIRRINV002 Control stock

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- maintain and order stock across one stock cycle according to organisational procedures using all of the following stock processes:
  - receipt
  - dispatch
  - ordering
  - stock level monitoring
  - records maintenance
- produce three different stock control reports
- organise and coordinate one stocktake or cyclical count
- provide clear and correct information to team members involved in stock control processes.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - receipt and dispatch of goods, including inspection for quantity and quality
  - stock ordering and reordering
  - stock replenishment
  - stock rotation
  - reporting of stock discrepancies, damage and loss
  - safe transport, handling and storage of goods
  - stock control
  - stocktaking and cyclical counts
  - pricing, labelling and packaging
  - stock security
- key aspects of legislation and codes of practice relevant to stock control:
  - Australian Consumer Law
  - Work Health and Safety (WHS)


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  - manual handling
  - licensing for mechanical movement of stock
- principles of stock control:
  - rotation and replenishment
  - product life cycle
- impact of business planning and sales forecasts on stock control
- types of stock control systems used in the sector
- reasons for stock loss and damage and methods to control these and protect stock.

## Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- current plain English regulatory documents distributed by government regulators outlining key aspects of legislation and codes of practice relevant to stock control as listed in Knowledge Evidence
- a computerised stock control system
- stock for use in stock control activities
- organisational policies and procedures for stock control
- team members; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d


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# SIRRMER004 Develop visual merchandising creative concepts

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to develop visual merchandising concepts in response to a design brief or organisational strategy. It requires the ability to generate a range of creative ideas and present these ideas to stakeholders for feedback and approval.

This unit applies to visual merchandisers and stylists working in a diverse range of sectors and business contexts. They operate with independence, under limited supervision of others, and within established organisational policies and procedures. They may have responsibility for making a range of creative and operational decisions within the scope of their job role.

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

## Pre-requisite Unit

Nil

## Competency Field

Merchandising

## Unit Sector

Retail

## Elements and Performance Criteria

| ELEMENTS | PERFORMANCE CRITERIA |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Determine visual merchandising | 1.1. Access and interpret a visual merchandising design brief.<br>1.2. Identify and confirm visual merchandising objectives, |


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| | |
|---|---|
| requirements. | specifications and constraints. |
| | 1.3. Clarify budgetary and time requirements with relevant personnel. |
| | 1.4. Review existing visual merchandising activity and performance results to identify strengths and weaknesses. |
| | 1.5. Research local and global visual merchandising trends and draw inspiration to inform concept development. |
| | 1.6. Review competitor and market activity to identify trends and creative opportunities. |
| 2. Generate options for visual merchandising concept. | 2.1. Apply principles and elements of design to generate creative concept options that meet design brief or reflect organisational merchandise strategy. |
| | 2.2. Ensure concept options reflect visual merchandising objectives, specifications and constraints. |
| | 2.3. Challenge assumptions and traditional ways of working to generate concept options that promote diverse and innovative approaches to visual merchandising. |
| | 2.4. Consider the need for scalability and generate concept options accordingly. |
| | 2.5. Consider the need for consistency across channels and locations and generate concept options accordingly. |
| | 2.6. Assess commercial and creative feasibility of concept options and make any required adjustments. |
| | 2.7. Document visual and written representations of concept options. |
| 3. Present creative options. | 3.1. Prepare materials and documentation that support the presentation of concept options and aid audience visualisation. |
| | 3.2. Use visual and verbal communication techniques to present creative options to relevant stakeholders. |
| | 3.3. Promote preferred concept option demonstrating alignment to design brief or organisational merchandise strategy. |
| | 3.4. Seek feedback from stakeholders and make any required adjustments to creative options. |
| | 3.5. Agree on preferred concept options and ensure consistent understanding and expectations of all relevant stakeholders. |
| 4. Finalise the visual merchandising concept. | 4.1. Document detailed visual and written representations of the finalised and agreed visual merchandising concept. |
| | 4.2. Seek final approval. |
| | 4.3. Communicate finalised visual merchandising concept to |


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relevant personnel for implementation.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement.

| SKILLS | DESCRIPTION |
|---|---|
| Oral communication skills to: | • adapt communication techniques and styles to meet the needs of a target stakeholder audience when presenting visual merchandising concept options. |
| Numeracy skills to: | • determine financial feasibility of visual merchandising design options in line with budgetary requirements. |
| Technology skills to: | • access, document and communicate information using digital technologies. |

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume Implemenation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d


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# Assessment Requirements for SIRRMER004 Develop visual merchandising creative concepts

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- review a visual merchandising design brief and develop two different visual merchandising concept options that reflect:
  - target audience
  - brand and product objectives
  - commercial objectives
  - resourcing specifications and constraints
  - implementation specifications and constraints
  - use elements and principles of design
- research local and global visual merchandising trends and use findings to inform concept development
- present one of the above concept options using:
  - visual and verbal communication techniques
  - digital and non-digital representations of concept option
- document one finalised visual merchandise creative concept.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key aspects of legal and ethical considerations as they relate to visual merchandising concept development:
  - copyright
  - intellectual property
- role of a design brief in visual merchandising concept development
- role of an organisational merchandise strategy in visual merchandising concept development
- principles of visual merchandising and their application in visual merchandising concept development
- current visual merchandising trends
- sources of creative influence


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- key considerations made in visual merchandising concept development and common types of:
  - objectives
  - specifications
  - constraints
- creative concept development and application of:
  - design processes
  - creative thinking techniques
  - innovative approaches
- scalability and its role in visual merchandising concept development
- techniques to determine commercial and creative feasibility of visual merchandising concepts
- elements and principles of design and their application in visual merchandising:
  - elements of design:
    - texture
    - form
    - colour
    - space
    - line
  - principles of design:
    - harmony
    - rhythm
    - balance
    - dominance
    - scale
    - proportion
    - light
    - contrast
- visual and written techniques for representing visual merchandising creative concepts
- digital and non-digital methods for creating visual representations of design ideas
- presentation techniques for:
  - story-telling
  - increased sensory engagement
  - aiding visualisation
  - communicating concept options:
    - visual
    - verbal
  - communicating to a range of audiences
  - managing feedback and critiquing
  - gaining agreement.


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# Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- visual merchandising design briefs
- sources of information on current local and global visual merchandising trends
- digital and non-digital tools for creating visual representation of design ideas
- stakeholders with whom the individual can interact. These can be:
  - stakeholders in an industry workplace, or
  - stakeholders who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors, and:

- have worked in a job role for at least two years where they have applied the skills and knowledge within this unit of competency.

# Links

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# SIRRMER005 Implement visual merchandising concepts

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to plan the implementation of a visual merchandising concept. It requires the ability to accurately interpret a concept, arrange resourcing, monitor concept implementation and determine the effectiveness of the concept.

This unit applies to visual merchandisers and stylists working in a diverse range of sectors and business contexts. They operate with independence, under limited supervision of others, and within established organisational policies and procedures. They may have responsibility for making a range of creative and operational decisions within the scope of their job role.

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

## Pre-requisite Unit

Nil

## Competency Field

Merchandising

## Unit Sector

Retail

## Elements and Performance Criteria

| ELEMENTS | PERFORMANCE CRITERIA |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Develop concept implementation plan. | 1.1. Access and review visual merchandising concept and determine implementation requirements and constraints. |


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| | |
|---|---|
| | 1.2. Determine internal and external resource requirements including available budget. |
| | 1.3. Access and review organisational visual merchandising guidelines and standards to inform implementation plan development. |
| | 1.4. Identify opportunities to create cost-efficiencies and maximise use of resources. |
| | 1.5. Identify potential risks to be managed throughout the implementation process and develop contingency plans. |
| | 1.6. Identify key activities and plan the allocation of roles, responsibilities and timelines. |
| | 1.7. Plan product selection and inventory management. |
| | 1.8. Plan internal and external communication strategies for communicating implementation roles, responsibilities and timelines. |
| | 1.9. Develop performance criteria to evaluate the effectiveness of the concept. |
| | 1.10. Document an implementation plan and seek any required approval. |
| 2. Implement the concept. | 2.1. Communicate concept implementation plan to relevant personnel. |
| | 2.2. Monitor the implementation of visual merchandising concept and respond to issues as they arise. |
| | 2.3. Provide support and coaching to team members throughout the implementation process. |
| | 2.4. Photograph and document concept implementation. |
| | 2.5. Finalise concept according to implementation plan. |
| 3. Review concept. | 3.1. Seek feedback from stakeholders about concept effectiveness. |
| | 3.2. Evaluate concept implementation against predetermined performance criteria. |
| | 3.3. Review and assess effectiveness of concepts in achieving desired performance outcomes. |
| | 3.4. Use findings to make suggestions for future improvements. |


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# Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement.

| SKILLS | DESCRIPTION |
|---|---|
| Numeracy skills to: | • interpret diverse components of budgets and develop resource specifications within budgetary parameters. |
| Technology skills to: | • access, document and communicate information using digital technologies. |

# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d


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# Assessment Requirements for SIRRMER005 Implement visual merchandising concepts

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop a visual merchandising implementation plan for one visual merchandising concept, detailing:
  - objectives
  - resource requirements
  - budgeting
  - product selection
  - inventory management
  - key activities and timelines
  - allocation of roles and responsibilities
  - risk considerations and contingency plans
  - communication strategy
  - performance criteria
  - exit strategy
- oversee the implementation of one concept, by:
  - communicating implementation plan to others
  - ensuring objectives and standards are met
  - managing risks and issues
- review visual merchandising concept performance against performance criteria to determine effectiveness and make recommendations for future improvements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key aspects of visual merchandising implementation planning:
  - steps in the planning process
  - technologies that support effective implementation planning
  - stakeholder involvement
  - managing implementation and consistency across multiple channels and locations


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  - alignment to organisational visual merchandising guidelines and standards
  - implementation plan formats and key considerations:
    - objectives
    - resource requirements
    - budgeting
    - product selection and availability
    - inventory management
    - key activities and timelines
    - allocation of roles and responsibilities
    - risk considerations and contingency plans
    - communication strategy
    - performance criteria
    - exit strategy
- internal and external factors impacting on the successful implementation of visual merchandising concepts and strategies to minimise impacts:
  - availability of resources and product
  - scalability
  - communication issues
  - budget overruns
  - feedback
  - consistency and quality across multiple channels and locations
- techniques to evaluate and determine the effectiveness of a visual merchandising campaign:
  - profitability
  - operational efficiency
  - success in meeting objectives.

## Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- visual merchandising concept
- visual merchandising concept performance data.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors, and:


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- have worked in a job role for at least two years where they have applied the skills and knowledge within this unit of competency.

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# SIRRMER007 Design and install visual merchandising displays

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to design and create visual merchandising displays for promotional purposes. It requires the ability to review a visual merchandising concept to identify display objectives, and to build displays using a range of construction methods and materials.

This unit applies to visual merchandisers and stylists working in a diverse range of sectors and business contexts. They operate with independence, under limited supervision of others, and within established organisational policies and procedures. They may have responsibility for making a range of creative and operational decisions within the scope of their job role.

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

## Pre-requisite Unit

Nil

## Competency Field

Merchandising

## Unit Sector

Retail

## Elements and Performance Criteria

| ELEMENTS | PERFORMANCE CRITERIA |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Determine display requirements. | 1.1. Access and review a visual merchandising concept to determine display requirements. |


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| | |
|---|---|
| | 1.2. Determine display purpose and desired messaging. |
| | 1.3. Identify scaling and spatial specifications and constraints that will impact display design. |
| | 1.4. Access creative sources of information and research display trends to draw inspiration to inform display design. |
| 2. Design displays. | 2.1. Design displays that reflect organisational merchandise strategy, style guidelines and standards. |
| | 2.2. Plan display structure and positioning that reflects customer traffic flow and visual paths. |
| | 2.3. Incorporate multi-sensory elements into display design to enhance customer engagement and interaction with product. |
| | 2.4. Design displays that promote cross-selling and generate commercial benefit. |
| | 2.5. Design displays that are structurally sound and meet work, health and safety requirements. |
| | 2.6. Apply principles and elements of design to display designs. |
| | 2.7. Identify resources, materials and construction techniques required to build displays. |
| | 2.8. Identify opportunities to create cost-efficiencies and maximise use of resources. |
| | 2.9. Produce visual representations of display designs. |
| | 2.10. Seek approval for display designs and make any required adjustments. |
| 3. Install displays. | 3.1. Source materials and resources required to create displays. |
| | 3.2. Select appropriate time to build displays that minimises disruption to customers. |
| | 3.3. Apply construction techniques and use power tools to build displays. |
| | 3.4. Ensure product availability at primary location. |
| | 3.5. Consider product grouping based on key features, price, size and type. |
| | 3.6. Handle stock and equipment according to safe manual handling and work health and safety requirements to prevent injury to self. |
| | 3.7. Finalise displays and adjust as required to ensure visual appeal is maximised. |
| | 3.8. Ensure finalised displays meet display design and work, health and safety requirements. |


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3.9. Clean and tidy work area and remove excess materials and stock.

3.10. Dispose of waste to minimise environmental impacts.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement.

| SKILLS | DESCRIPTION |
|---|---|
| Numeracy skills to: | • perform accurate measurements for use in the design and installation of visual merchandising displays. |
| Initiative and enterprise skills to: | • ensure product selection and placement is managed according to the commercial needs of the business. |

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d


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# Assessment Requirements for SIRRMER007 Design and install visual merchandising displays

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- review a visual merchandising concept to design and create three of the following visual merchandising displays:
  - window display
  - lifestyle display
  - bulk stack display
  - event installation
  - promotional display
  - pop-up shop display
  - exhibition display
  - food display
- create visual representations of the above display designs using digital software on at least one occasion
- use common construction techniques and power tools to work with materials to create visual merchandising displays
- create the above displays:
  - applying the elements and principles of design
  - following work, health and safety requirements
  - within typical workplace time constraints
  - that align with visual merchandising style guidelines and standards
- incorporate the following sensory elements, on at least one occasion, in the above displays:
  - sound
  - smell
  - touch
  - sight.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:


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- types of visual merchandising displays:
  - purpose
  - benefits
  - limitations
- key aspects and considerations of visual merchandising display design:
  - creating alignment with organisational merchandise strategy
  - display purpose and desired messaging
  - scaling
  - spatial specifications
  - product styling
  - customer traffic flow
  - customer visual paths
  - materials
  - construction methods
- current visual merchandising display trends
- sources of creative influence
- tools used creating visual representation of displays
- techniques to achieve the following through visual merchandising displays:
  - increased customer engagement
  - sales generation
  - cross-selling
  - cost-efficiencies
- common types of material and construction methods used in visual merchandising displays:
  - benefits
  - limitations
- elements and principles of design and their application in visual merchandising display design:
  - elements of design:
    - texture
    - form
    - colour
    - space
    - line
  - principles of design:
    - harmony
    - rhythm
    - balance
    - dominance
    - scale


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    - proportion
    - light
    - contrast
- use of multi-sensory elements in visual merchandising displays:
    - sound
    - smell
    - touch
    - sight
- key aspects of work, health and safety as it relates to visual merchandising displays.

## Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- visual merchandising style guidelines and standards
- visual merchandising concept
- display space
- display supplies:
    - materials
    - power tools
    - product
    - display equipment
    - equipment
    - fixtures.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors, and:

- have worked in a job role for at least two years where they have applied the skills and knowledge within this unit of competency.

## Links

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# SIRRMER009 Plan and organise display lighting

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to plan and organise lighting for visual merchandising installations. It requires the ability to determine lighting requirements, assess suitable lighting options that enhance visual merchandising, and ensure lighting use is sustainable and efficient.

This unit applies to visual merchandisers and stylists working in a diverse range of sectors and business contexts. They operate with independence, under limited supervision of others, and within established organisational policies and procedures. They may have responsibility for making a range of creative and operational decisions within the scope of their job role.

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

## Pre-requisite Unit

Nil

## Competency Field

Merchandising

## Unit Sector

Retail

## Elements and Performance Criteria

| ELEMENTS | PERFORMANCE CRITERIA |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Determine lighting requirements. | 1.1. Access and review visual merchandising concept and plans to determine functional and ambient lighting requirements. |


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| | |
|---|---|
| | 1.2. Identify lighting specifications, budget and constraints. |
| | 1.3. Evaluate suitability of existing lighting and identify required changes. |
| | 1.4. Review existing site layout to determine feasible lighting options. |
| | 1.5. Access creative sources of information and research lighting trends to draw inspiration for display lighting. |
| | 1.6. Research and compare the features, costs and benefits of lighting options. |
| 2. Develop lighting plans. | 2.1. Select lighting solutions that best meet lighting requirements. |
| | 2.2. Take opportunities to create cost-efficiencies and maximise use of resources. |
| | 2.3. Identify the need for professional contractors to carry out lighting installation work. |
| | 2.4. Document lighting costings and ensure plan meets budgeting requirements. |
| | 2.5. Incorporate safety and environmental sustainability considerations into the planning process. |
| | 2.6. Document lighting plan lighting plan and seek any required approval. |
| 3. Organise lighting installation. | 3.1. Communicate lighting plan and desired outcomes to relevant personnel. |
| | 3.2. Source materials and resources required for lighting installation. |
| | 3.3. Select appropriate time to install lighting that minimises disruption to customers. |
| | 3.4. Install lighting according to work, health and safety requirements and manufacturer’s instructions. |
| | 3.5. Monitor the work of contractors as required to ensure lighting plan requirements are met. |
| | 3.6. Finalise lighting installation and adjust to ensure visual appeal is maximised and lighting objectives are met. |
| | 3.7. Clean and tidy work area and remove excess materials. |


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# Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement.

| SKILLS | DESCRIPTION |
|---|---|
| Reading skills to: | • interpret documentation and terminology used to describe lighting features and functionality. |
| Oral communication skills to: | • communicate lighting requirements to external personnel and ensure agreed understanding. |

# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d


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# Assessment Requirements for SIRRMER009 Plan and organise display lighting

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- review a visual merchandising concept to develop a lighting plan to achieve three of the following:
  - creation of ambience
  - gain attention and recognition
  - product enhancement
  - influence perception of space
  - emotional engagement
  - decorative purpose
- document the above lighting plan specifying:
  - objectives
  - costings
  - lighting equipment and resource requirements
  - energy usage
  - lighting placement
- monitor the installation of one lighting plan by:
  - communicating key responsibilities
  - evaluating lighting installation against lighting plan.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role of lighting in visual merchandising:
  - creation of ambience
  - gain attention and recognition
  - product enhancement
  - influence perception of space
  - emotional engagement
  - decorative purpose


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- common lighting systems and solutions:
  - purpose
  - benefits
  - limitations
  - installation requirements
  - functionality
- key aspects and considerations of lighting planning:
  - objectives
  - budgets and costings
  - lighting equipment and resource requirements
  - energy usage
  - lighting placement
  - store layout and design
  - use of external contractors
  - access to power supply
  - interrelationship with other sensory devices
- colour of light, effects and common uses:
  - warm white
  - cool white
  - daylight
- typical running of lighting:
  - costs
  - energy usage
- key bulb types:
  - efficiency
  - light distribution
  - lifetime
  - colour rendering
  - quantity of light
- key aspects of work, health and safety as it relates to installation of lighting
- environmental sustainability considerations that impact lighting planning.

## Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- visual merchandising concept


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- space to install lighting
- lighting equipment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors, and:

- have worked in a job role for at least two years where they have applied the skills and knowledge within this unit of competency.

# Links

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# SIRRMER011 Design and install merchandise signage

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to prepare signage for use in the display of merchandise and promotional activity. It requires the ability to determine signage requirements, design suitable signage options and arrange production.

This unit applies to visual merchandisers and stylists working in a diverse range of sectors and business contexts. They operate with independence, under limited supervision of others, and within established organisational policies and procedures. They may have responsibility for making a range of creative and operational decisions within the scope of their job role.

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

## Pre-requisite Unit

Nil

## Competency Field

Merchandising

## Unit Sector

Retail

## Elements and Performance Criteria

| ELEMENTS | PERFORMANCE CRITERIA |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |


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| | |
|---|---|
| 1. Determine signage requirements. | 1.1. Determine signage purpose and desired messaging and seek any required clarification. |
| | 1.2. Identify and confirm signage specifications, budget and constraints. |
| | 1.3. Access and review organisational style guidelines and standards to inform signage design. |
| 2. Design signage. | 2.1. Access creative sources of information and identify signage trends to draw inspiration to inform design. |
| | 2.2. Test and experiment with forms of imagery, typography and language that meet purpose, desired messaging and organisational styling requirements. |
| | 2.3. Determine the relevance and use of digital and non-digital signage types. |
| | 2.4. Identify resources required to produce signage and confirm feasibility and alignment with budget. |
| | 2.5. Determine internal and external resourcing and production requirements. |
| | 2.6. Identify opportunities to create cost-efficiencies and maximise use of resources. |
| | 2.7. Identify and action measures for achieving resourcing efficiencies in signage production. |
| | 2.8. Develop a production brief to provide external parties with clear and detailed signage brief. |
| 3. Produce signage. | 3.1. Provide a signage production brief to internal and external signage producers. |
| | 3.2. Review signage samples and provide feedback for improvements. |
| | 3.3. Produce signage using digital and non-digital signage production techniques. |
| | 3.4. Monitor signage production to ensure timelines are met. |
| | 3.5. Ensure finalised signage meets signage design. |
| 4. Install signage. | 4.1. Install signage and adjust as required to ensure visual appeal is maximised. |
| | 4.2. Monitor signage to ensure currency and accuracy of information. |
| | 4.3. Dispose of unwanted signage, minimising environmental impacts. |
| | 4.4. Correctly store unused signage to prevent damage. |


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# Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement.

| SKILLS | DESCRIPTION |
|---|---|
| Oral communication skills to: | • communicate signage requirements to external personnel and ensure agreed understanding. |
| Technology skills to: | • prepare signage designs and produce signage using digital technologies. |

# Unit Mapping Information

No equivalent unit.

# Links

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# Assessment Requirements for SIRRMER011 Design and install merchandise signage

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- design three of the following types of signage:
  - price signage
  - promotional signage
  - decal signage
  - production information signage
  - directory signage
- design the above signage using the following on at least one occasion:
  - hand drawing
  - digital design software
- prepare a design brief and arrange the external production of one of the above signage types
- use digital and non-digital techniques for the production of one of the above signage types
- install signage on one occasion.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role of signage in merchandising:
  - promotional
  - pricing
  - information and communication
- common signage types and formats of signage, both digital and non-digital:
  - purpose
  - benefits
  - limitations
- common signage materials and production methods
- key aspects and considerations of signage design and planning:
  - budget


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    - materials
    - sizing
    - time-frame
    - imagery
    - quantity
    - finishing
- typography and its role in signage:
    - digital typography
    - font styles
    - font sourcing
    - use and applicability of various fonts
- imagery and its role in signage
- digital design and its application in signage production
- print production processes as related to the production of signage:
    - print sizes and formats
    - techniques to achieve efficiencies
    - printing methods
    - print finishes.

## Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational style guidelines and standards
- space for signage installation
- signage production supplies:
    - materials
    - design tools:
        - digital
        - non-digital.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors, and:

- have worked in a job role for at least two years where they have applied the skills and knowledge within this unit of competency.


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# Links

Companion Volume Implementation Guides - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d


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# SIRXCEG001 Engage the customer

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to interact and communicate with a diverse range of customers to assist with basic enquiries and contribute to a service culture.

It applies to individuals working in frontline customer service roles in a diverse range of industry sectors and business contexts. They operate with some independence under general supervision and guidance from others, and within established organisational policies and procedures.

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

## Pre-requisite Unit

Nil

## Competency Field

Customer Engagement

## Unit Sector

Cross-Sector

## Elements and Performance Criteria

| ELEMENTS | PERFORMANCE CRITERIA |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Engage customers. | 1.1. Greet customers in a polite and friendly manner within designated response times and make them a priority over other workplace duties. |


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| | |
|---|---|
| | 1.2. Clearly communicate with customers using appropriate verbal and non-verbal communication. |
| | 1.3. Adapt communication style to appropriately communicate with customers from diverse backgrounds. |
| 2. Assist customers. | 2.1. Identify and act on opportunities to assist customers and be available to assist customers when needed. |
| | 2.2. Question and actively listen to customers to determine their needs. |
| | 2.3. Resolve routine customer problems according to individual responsibility level and organisational policies and procedures. |
| | 2.4. Address general customer enquiries and provide accurate information in a clear and courteous manner. |
| 3. Contribute to a service culture. | 3.1. Act in line with organisational service standards to ensure quality customer service. |
| | 3.2. Show interest in customer's needs and maintain a welcoming customer environment free of complacency. |
| | 3.3. Seek assistance from relevant personnel when customer's needs are beyond scope of own responsibility. |
| | 3.4. Identify and take opportunities to improve customer service standards. |
| | 3.5. Refer customer service issues and feedback to relevant personnel for action. |

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d


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# Assessment Requirements for SIRXCEG001 Engage the customer

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- contribute to a customer service culture by providing customer service, in line with organisational service standards, across four different customer interactions
- for the above four customer interactions, individually or cumulatively involve:
  - customers from diverse backgrounds
  - resolution of two routine customer problems
  - provision of accurate information to address two general customer enquiries
  - referral of unresolved customer enquiry
  - use of effective communication techniques and positive body language.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational service standards and procedures for:
  - designated customer service response times
  - interacting with customers
  - solving routine customer problems
  - providing information to customers
- basic principles for achieving positive customer service
- verbal and non-verbal communication
- techniques for effective communication:
  - open and closed questioning
  - paraphrasing
  - effective listening
  - voice tonality and volume
- body language and its role in customer service
- effective communication strategies for interacting with customers of diverse backgrounds
- commercial impact of:
  - positive customer service
  - poor customer service


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- organisational information and sources of information to assist customer with customer enquiries.

## Assessment Conditions

Skills must be demonstrated in a services industry environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
  - organisational service standards and procedures for:
    - designated customer service response times
    - interacting with customers
    - solving routine customer problems
    - providing information to customers
- customers from a diverse range of backgrounds; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d


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# SIRXSLS001 Sell to the retail customer

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to deliver quality customer service and sell to retail customers. It requires the ability to determine customer needs, match products and services to their needs, and facilitate a sale.

This unit applies to all retail sectors and business sizes from large format stores to small independents. It applies to retail personnel at all levels who play a role in engaging with customers with the purpose of selling.

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

## Pre-requisite Unit

Nil

## Competency Field

Sales

## Unit Sector

Cross-Sector

## Elements and Performance Criteria

| ELEMENTS | PERFORMANCE CRITERIA |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Establish customer needs. | 1.1. Connect with the customer within designated response times and establish rapport.<br>1.2. Use questioning and active listening to facilitate effective two-way communication. |


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| | |
|---|---|
| | 1.3. Observe and determine appropriate level of interaction based on customer verbal and non-verbal cues.<br>1.4. Determine and clarify customer preferences, needs and expectations. |
| 2. Provide advice on products and services. | 2.1. Use product and service knowledge to tailor options to specific customer needs, and offer alternatives when product is unavailable.<br>2.2. Clearly explain and promote product and service features and benefits where relevant.<br>2.3. Advise on promotional events where relevant.<br>2.4. Provide additional information to address customer questions and objections.<br>2.5. Offer comparisons to competitor product or service range as required.<br>2.6. Collaborate with the customer to determine product or service option most suited to their needs.<br>2.7. Take opportunities to upsell and cross sell products and services that enhance customer request and maximise profitability of sale. |
| 3. Facilitate the sale of products and services. | 3.1. Select and use appropriate techniques to close sale.<br>3.2. Direct the customer to designated point-of-sale and process sale, as required, according to organisational procedures.<br>3.3. Farewell customer on leaving, and invite to return.<br>3.4. Provide any required after sales service according to organisational procedures. |

# Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| | |
|---|---|
| Reading skills to: | • interpret:<br>  • detailed in-house and supplier product information documents<br>  • plain English documents that outline organisational customer service policy and procedures. |
| Numeracy skills to: | • interpret basic fee information from in-house documents and complete basic pricing calculations. |
| Problem-solving skills to: | • respond to customer objections and provide appropriate solutions to satisfy customer needs. |
| Technology skills to: | • use technologies equipped with search functionality and information systems to source product and service information. |


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# Unit Mapping Information

No equivalent unit.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d


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# Assessment Requirements for SIRXSLS001 Sell to the retail customer

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- interact with four different retail customers to initiate and close the sale of different retail products or services
- demonstrate the following during the above customer interactions:
  - appropriate communication
  - establishment and clarification of customer needs, wants and expectations
  - product and/or service knowledge
  - appropriate sales approach to sell benefits and features of products and/or services
  - overcome objections and close sales
  - upsell and/or cross sell additional products and/or services that complement the sale
  - promotion of customer loyalty and repeat sales.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- appropriate body language for customer service
- basic principles of positive customer service and sales
- open and closed questioning techniques related to the sale of product and services
- verbal and non-verbal cues indicating customer understanding of information
- techniques for effective communication with customers of diverse backgrounds:
  - cultural diversity
  - special needs
- sales techniques:
  - opening techniques
  - recognising buying signals
  - strategies to focus customer on specific products and services
  - selling add-ons and complementary products
  - overcoming customer objections
  - closing techniques


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- primary components of consumer protection laws that relate to selling products and services, especially organisational responsibility for supplying products and services as described or substituting suitable products and services when unable
- primary components of privacy law, and actions that retail business must take to protect privacy of customer information
- for the specific retail sector:
  - professional service standards and protocols for retail industry personnel
  - attitudes and attributes expected by the retail industry to work with customers
  - different customer service needs and expectations
- for the particular retail organisation:
  - product and service knowledge:
    - product and service range offering
    - product specifications, features and benefits
  - designated response times for providing customer service
  - customer service procedures including recording of and storing customer details.

## Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
  - organisational policies and procedures for:
    - customer service
    - sale of products and services
    - resolving customer complaints
    - collection and storage of customer details
  - organisational product information and price lists
  - supplier brochures, information sheets and price lists
  - promotional activity information
  - current plain English regulatory documents distributed by government regulators for:
    - consumer protection law
    - privacy law
- customers with whom the individual can interact to sell products and services; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation


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- assessment activities that allow the individual to:
  - work within commercial speed, timing and productivity
  - manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d


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# SITXMPR003 Plan and implement sales activities

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to plan and implement sales activities. It requires the ability to identify and analyse market and customer needs, proactively target current and new customers, plan the operation of sales calls, make calls and prepare sales reports.

The unit applies to all industry sectors, and to those responsible for coordinating sales activities within the parameters of an established sales strategy. Individuals working independently with limited supervision undertake this role. This could include sales and marketing personnel or managers and owner-operators of small businesses.

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

## Pre-requisite Unit

Nil

## Competency Field

Marketing and Public Relations

## Unit Sector

Cross-Sector

## Elements and Performance Criteria

| ELEMENTS | PERFORMANCE CRITERIA |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Plan sales activities. | 1.1. Plan sales activities for existing and potential customers according to marketing plan or other organisational systems. |


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| | |
|---|---|
| | 1.2. Identify, analyse and incorporate organisation, customer and market information into sales planning process.<br>1.3. Source prospects and create profiles.<br>1.4. Proactively seek and evaluate innovative sales opportunities and take advantage of new technologies and media.<br>1.5. Estimate potential revenue, based on analysis of information and in consultation with appropriate colleagues.<br>1.6. Plan activities and practical sales call patterns that maximise opportunities to meet individual and team targets and are consistent with legal, ethical and sustainability requirements. |
| 2. Prepare for sales calls. | 2.1. Make sales call appointments in advance where appropriate.<br>2.2. Develop sales call strategies and tactics based on market knowledge, current sales focus and consultation with colleagues.<br>2.3. Gather information and support materials to support sales calls. |
| 3. Make sales calls. | 3.1. Make sales calls according to agreed call patterns.<br>3.2. Build relationships with customers through use of effective interpersonal communication styles.<br>3.3. Develop customer trust and confidence through demonstration of personal and professional integrity.<br>3.4. Proactively identify and resolve customer issues and problems.<br>3.5. Use selling techniques to maximise opportunities to meet or exceed sales targets.<br>3.6. Provide current, accurate and relevant information on product features and benefits according to current marketing focus.<br>3.7. Encourage feedback from customers and proactively seek market intelligence. |
| 4. Review and report on sales activities. | 4.1. Review activities according to agreed evaluation methods and incorporate results into future sales planning.<br>4.2. Prepare sales reports according to organisational policy and required timeframes.<br>4.3. Present current and clear market intelligence to those responsible for sales and marketing planning. |

# Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS | DESCRIPTION |
|---|---|
| Oral communication skills | • establish and conduct positive business relationships. |


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to:

| | |
|---|---|
| Numeracy skills to: | • calculate potential sales revenues<br>• create and interpret sales statistics. |
| Problem-solving skills to: | • proactively identify and respond to operational or more systemic customer problems. |
| Initiative and enterprise skills to: | • proactively identify and respond to new opportunities. |
| Technology skills to: | • use current sales management systems. |

# Unit Mapping Information

SITXMPR403 Plan and implement sales activities

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694


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# Assessment Requirements for SITXMPR003 Plan and implement sales activities

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan and implement sales activities according to organisational requirements for at least two different operations, products or services, including conducting at least one sales call as part of the activities for each operation, product or service
- use effective communication skills during sales calls that are part of above sales activities
- prepare a report on each of the above sales activities.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- principles of selling, sales communication and relationship building
- industry structures and interrelationships, industry networks and information sources
- industry and market knowledge appropriate to the sector and organisation:
  - distribution and marketing networks, especially those that support the product or service being promoted
  - commission structures
  - current customer and market trends
  - links between sales and other areas of organisational operations
- structure and content of marketing plans and the role of sales in the overall marketing mix
- information inputs into sales planning process:
  - competitive activity
  - current sales figures for nominated periods
  - financial statistics
  - market trends
  - sales and marketing reports
- sales call strategies and tactics:
  - focus on specific products or offers
  - response to competitive activity
  - use of individual customer history
- legal issues that impact on sales activities and sales personnel:


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  - Australian consumer law
  - work health and safety obligations
- ethical considerations for sales personnel:
  - honesty in sales
  - targeting particular groups in the community
- sustainability considerations for sales activities:
  - reducing waste of printed materials
  - sustainability as a sales tool.

## Assessment Conditions

Skills must be demonstrated in an operational business operation or activity for which the individual can conduct sales activities for products or services. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- current information and communications technology used by industry to manage sales activities
- marketing plans, operational sales documents, sales reports and sales support materials
- other people with whom the individual can interact; these can be:
  - those in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694


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# TAEDEL301 Provide work skill instruction

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with *TAE Training and Education Training Package Version 2.0.* |

## Application

This unit describes the skills and knowledge required to conduct individual and group instruction, demonstrate work skills and assess the success of training and one's own training performance, using existing learning resources in a safe and comfortable learning environment.

It emphasises the training as being driven by the work process and context, and applies to a person working under supervision as a work skill instructor in a wide range of settings not restricted to training organisations,

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

## Unit Sector

Delivery and facilitation

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Organise instruction and demonstration | 1.1 Gather information about learner characteristics and learning needs<br>1.2 Confirm a safe learning environment<br>1.3 Gather and check instruction, demonstration objectives, and seek assistance if required<br>1.4 Access and review relevant learning resources and learning |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | materials for suitability and relevance, and seek assistance to interpret the contextual application<br>1.5 Organise access to necessary equipment or physical resources required for instruction and demonstration<br>1.6 Notify learners of details regarding the implementation of the learning program and/or delivery plan |
| 2. Conduct instruction and demonstration | 2.1 Use interpersonal skills with learners to establish a safe and comfortable learning environment<br>2.2 Follow the learning program and/or delivery plan to cover all learning objectives<br>2.3 Brief learners on any workplace health and safety (WHS) procedures and requirements prior to, and during, training<br>2.4 Use delivery techniques to structure, pace and enhance learning<br>2.5 Apply coaching techniques to assist learning<br>2.6 Use communication skills to provide information, instruct learners and demonstrate relevant work skills<br>2.7 Provide opportunities for practice during instruction and through work activities<br>2.8 Provide and discuss feedback on learner performance to support learning |
| 3. Check training performance | 3.1 Use measures to ensure learners are acquiring, and can use, new technical and generic skills and knowledge<br>3.2 Monitor learner progress and outcomes in consultation with the learner<br>3.3 Review relationship between the trainer/coach and the learner, and adjust to suit learner needs |
| 4. Review personal training performance | 4.1 Reflect upon personal performance in providing instruction and demonstration, and document strategies for improvement<br>4.2 Maintain, store and secure learner records, according to organisational and legal requirements |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*


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| Skill | Performance Criteria | Description |
|---|---|---|
| Learning | 4.1 | • Reflects on practice to improve |
| Reading | 1.1, 1.3, 1.4, 2.2 | • Sources and interprets processes and procedures, learning resources and information relevant to providing a work instruction and delivery |
| Writing | 1.4, 1.6, 2.3, 2.6, 2.8, 3.2, 4.1, 4.2 | • Accurately maintains learner records and documentation appropriate to the learning context and audience |
| Oral Communication | 1.1, 1.6, 2.3, 2.4, 2.6 | • Uses appropriate communication strategies to engage, build rapport, provide instruction, monitor progress and provide feedback to individuals or groups |
| Interact with others | 1.2, 1.3, 2.1, 2.5, 2.8, 3.2 | • Recognises the importance of consultation and negotiation while collaborating to confirm strategy and achieve required outcomes<br>• Asks questions in order to clarify understanding, and to provide and seek feedback<br>• Builds rapport to establish effective working relationships and to achieve effective outcomes |
| Get the work done | 1.1-1.6, 2.1-2.8, 3.1-3.3, 4.1, 4.2 | • Organises and completes work according to defined requirements, taking responsibility for some decisions and sequencing tasks to achieve efficient outcomes<br>• Identifies and responds to potential risks, problems and opportunities for improvement and considers options for different approaches |

# Unit Mapping Information

| Code and title current version | Code and title previous version | Comments | Equivalence status |
|---|---|---|---|
| TAEDEL301 Provide work skill instruction | TAEDEL301A Provide work skill instruction | Updated to meet Standards for Training Packages | Equivalent unit |


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3


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# Assessment Requirements for TAEDEL301 Provide work skill instruction

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with *TAE Training and Education Training Package Version 2.0.* |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- carrying out a minimum of three training sessions, involving demonstrating and instructing particular work skills for at least two different individuals or small groups, with each session addressing:
  - different learning objectives
  - a range of delivery techniques and effective communication skills appropriate to the audience.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- learner characteristics and needs
- the content and requirements of the relevant learning program, and/or the delivery plan
- the sources and availability of relevant learning resources and learning materials
- the content of relevant learning resources and learning materials
- training techniques that enhance learning, and when to use them
- introductory knowledge of learning principles and learning styles
- key workplace health and safety (WHS) issues in the learning environment, including:
  - roles and responsibilities of key personnel
  - responsibilities of learners
  - relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures
  - risk controls for the specific learning environment.


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# Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment and include access to any necessary workplace documents.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3


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# TAEDEL402 Plan, organise and facilitate learning in the workplace

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with *TAE Training and Education Training Package Version 2.0.* |

## Application

This unit describes skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace, using real work activities as the basis for learning.

It applies to a person working as an entry-level trainer, teacher or facilitator or an employee, team leader or workplace supervisor responsible for guiding learning through work.

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

## Unit Sector

Delivery and facilitation

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Establish effective work environment for learning | 1.1 Establish, and agree upon, the objectives and scope of the work-based learning<br>1.2 Analyse work practices and routines to determine their effectiveness in meeting established learning objectives<br>1.3 Identify, and address any workplace health and safety (WHS) implications of using work as the basis for learning |
| 2. Develop a work-based | 2.1 Address contractual requirements and responsibilities for |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| learning pathway | learning at work<br>2.2 Arrange for the integration and monitoring of external learning activities with the work-based learning pathway<br>2.3 Obtain agreement from relevant personnel to implement the work-based learning pathway |
| 3. Establish the learning-facilitation relationship | 3.1 Identify the context for learning and the individual's learning style<br>3.2 Select an appropriate technique or process to facilitate learning, and explain the basis of the technique to the learner<br>3.3 Develop, document and discuss an individualised learning plan with the learner<br>3.4 Access, read and interpret documentation outlining the WHS responsibilities of the various parties in the learning environment<br>3.5 Monitor supervisory arrangements appropriate to learner's levels of knowledge, skill and experience to provide support and encouragement and ensure learner's health and safety |
| 4. Implement the work-based learning pathway | 4.1 Explain the objectives of work-based learning, and the processes involved, to the learner<br>4.2 Sequence the introduction of workplace tasks, activities and processes to reflect the agreed work-based learning pathway<br>4.3 Encourage learner to take responsibility for learning and to self-reflect<br>4.4 Develop techniques that facilitate the learner's transfer of skills and knowledge |
| 5. Maintain and develop the learning-facilitation relationship | 5.1 Prepare for each session<br>5.2 Structure learning activities to support and reinforce new learning, build on strengths, and identify areas for further development<br>5.3 Observe learner cues, and change approaches where necessary, in order to maintain momentum<br>5.4 Practise ethical behaviour at all times<br>5.5 Monitor the effectiveness of the learning/facilitation relationship through regular meetings between the parties |
| 6. Close and evaluate the learning-facilitation relationship | 6.1 Carry out the closure smoothly, using appropriate interpersonal and communication skills<br>6.2 Seek feedback from the learner on the outcomes achieved, and |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | the value of the relationship<br>6.3 Evaluate effectiveness of the work-based pathway against the objectives, processes and techniques used<br>6.4 Recommend improvements to work-based practice in light of the review process |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|---|---|---|
| Reading | 1.2, 1.3, 2.1, 3.1, 3.4, 3.5, 6.3, 7.2 | • Accesses and interprets compliance information, contractual information, WHS information, and documents relevant to learning in the workplace, in the context of consultation and continuous improvement, to apply relevance to requirements |
| Writing | 1.1, 2.3, 3.3, 4.1, 6.3, 7.1, 7.3 | • Develops and maintains documentation relevant to workplace learning, including learning plans and evaluations, in accordance with organisational and workplace requirements |
| Oral Communication | 2.2, 3.3, 4.2, 5.5, 6.1 | • Uses oral communication techniques to identify needs, build rapport, agree on learning plans, facilitate effective learning and monitor practice<br>• Selects appropriate vocabulary adjusting language, tone and pace to maintain effective interactions, and to build and maintain engagement with individuals or groups |
| Navigate the world of work | 1.3, 2.1, 5.4, 7.1 | • Follows organisational protocols, policies and procedures in the management of records<br>• Recognises and responds to contractual and ethical requirements associated with own role |
| Interact with others | 1.1, 2.3, 3.5, 4.3, 6.2 | • Asks questions to clarify understanding, and seeks feedback and further information<br>• Cooperates and collaborates with others as part of routine activities to achieve team results, and to confirm outcomes meet requirements |
| Get the work | 1.1-1.3, 2.1-2.3, 3.1-3.5, 4.1-4.4, | • Organises and completes work according to defined requirements, taking responsibility for decisions and |


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| | | |
|---|---|---|
| done | 5.1-5.3, 5.5, 6.1-6.3, 7.1-7.3 | sequencing tasks to achieve efficient outcomes<br>• Uses systematic, analytical processes in complex, routine and non-routine situations, gathering information, and identifying and evaluating options based on organisational needs<br>• Identifies and responds to problems and opportunities for improvement, considering options for different approaches<br>• Uses information and communications technology (ICT) based tools to design work processes and to complete work tasks |

# Unit Mapping Information

| **Code and title current version** | **Code and title previous version** | **Comments** | **Equivalence status** |
|---|---|---|---|
| TAEDEL402 Plan, organise and facilitate learning in the workplace | TAEDEL402A Plan, organise and facilitate learning in the workplace | Updated to meet Standards for Training Packages | Equivalent unit |

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3


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# Assessment Requirements for TAEDEL402 Plan, organise and facilitate learning in the workplace

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with *TAE Training and Education Training Package Version 2.0.* |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- preparing and facilitating work-based learning
- providing a minimum of two examples of developing work-based learning pathways, that include:
  - identifying needs for learning
  - analysing work practices, work environment and work activities
  - organising and allocating work in a way that reflects learning needs, and provides effective learning opportunities through work processes
- conducting a learning facilitation relationship:
  - with at least two individuals
  - demonstrating communication skills and flexibility
  - demonstrating one or more of the processes, or techniques, identified.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- systems, processes and practices within the organisation where work-based learning is taking place
- systems for identifying skill needs within the workplace
- different learning styles, and how to encourage learning for those who learn in different ways
- workplace health and safety (WHS) relating to the work role, including:
  - hazards relating to the industry and specific workplace
  - reporting requirements for hazards and incidents
  - specific procedures for work tasks


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- safe use and maintenance of relevant equipment
- emergency procedures
- sources of WHS information.
-

## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to any documentation relating to workplace procedures required by the candidate.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Assessors of this unit must hold the *TAE50116 Diploma of Vocational Education and Training* or the *TAE50111 Diploma of Vocational Education and Training* or be able to demonstrate equivalence of competencies.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3


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# TAEDEL404 Mentor in the workplace

## Modification History

| Release | Comments |
|---|---|
| Release 1 | This version first released with *TAE Training and Education Training Package Version 2.0.* |

## Application

This unit describes the skills and knowledge required to establish and develop a professional mentoring relationship with an individual in a workplace.

It applies to workplace supervisors or other work colleagues who work under limited supervision and who have responsibility for mentoring one or more individuals in the workplace. This may include, but is not limited to, those who mentor an apprentice or trainee employed by, or undertaking a work placement within, an organisation.

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

## Unit Sector

Delivery and facilitation

## Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Develop a mentoring plan | 1.1 Identify scope and boundaries of the mentoring relationship according to organisational procedures<br>1.2 Document mentoring plan in accordance with organisational requirements<br>1.3 Establish ground rules and negotiate realistic expectations<br>1.4 Establish and maintain confidentiality of the relationship in |


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| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| | accordance with legislation, policy and procedures |
| 2. Facilitate mentoring relationship | 2.1 Develop learner's confidence, self-esteem, respect and trust in the mentoring relationship<br>2.2 Share personal experiences and knowledge with the person being mentored according to agreed objectives<br>2.3 Support the person being mentored to develop and use skills in problem solving and decision making<br>2.4 Use personal and professional networks to assist the person being mentored<br>2.5 Provide information, and guidance to enhance engagement in the workplace<br>2.6 Use techniques for resolving differences without damaging the relationship, and obtain assistance according to organisational policy and procedures |
| 3. Monitor mentoring relationship | 3.1 Provide planning assistance and guidance as requested by the person being mentored in a form and style to suit their requirements<br>3.2 Provide feedback to the person being mentored on progress towards achieving the expectations and goals of the mentoring process<br>3.3 Recognise and discuss changes in the mentoring relationship with appropriate stakeholders<br>3.4 Negotiate and manage closure of the mentoring arrangement once objectives have been met |
| 4. Evaluate effectiveness of mentoring | 4.1 Establish and discuss benefits gained from the mentoring process<br>4.2 Reflect on and articulate the personal benefits gained from providing mentoring<br>4.3 Identify and report the outcomes of the mentoring arrangement and the benefits to the organisation according to organisational policy and procedures to improve the mentoring system or program |

# Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*


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| Skill | Performance Criteria | Description |
|---|---|---|
| Reading | 1.1, 1.4 | • Sources and interprets texts relevant to mentoring context, including organisational policies and learner information |
| Writing | 1.1, 1.3, 2.5, 3.1, 3.2, 4.3 | • Develops content and documents information relevant to mentoring plan |
| Oral Communication | 2.4, 3.3, 4.1, 4.2, 4.3 | • Uses appropriate communication techniques to build rapport, trust, engagement and provide guidance and feedback |
| Navigate the world of work | 1.1, 1.4, 2.6, 4.3 | • Follows legislative requirements, organisational protocols, policies and procedures in workplace mentoring |
| Interact with others | 1.2, 2.1-2.3, 2.5, 2.6, 3.1, 3.2, 3.4 | • Builds rapport using collaboration with others to achieve joint outcomes and effective interaction<br>• Provides mentoring and role modelling to achieve agreed outcomes<br>• Cooperates and consults with others to clarify understanding and seek feedback |
| Get the work done | 1.1-1.4, 2.1-2.6, 3.1-3.4, 4.1-4.3 | • Plans, organises and completes work according to defined requirements taking responsibility for decisions and sequencing tasks to achieve efficient outcomes<br>• Identifies and responds to problems, considering options for different approaches |

# Unit Mapping Information

| Code and title current version | Code and title previous version | Comments | Equivalence status |
|---|---|---|---|
| TAEDEL404 Mentor in the workplace | TAEDEL404 A Mentor in the workplace | Updated to meet Standards for Training Packages | Equivalent unit |


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# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3


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# Assessment Requirements for TAEDEL404 Mentor in the workplace

## Modification History

| Release | Comments |
|---|---|
| Release1 | This version first released with *TAE Training and Education Training Package Version 2.0.* |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, including:

- preparing a mentoring plan between the mentor and mentee that sets out clear objectives for a mentoring relationship that will last at least one year
- facilitating at least three mentoring sessions
- documenting information on sessions, including comments and notes from both mentor and mentee.
-

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- relevant policy, legislation, codes of practice and national standards likely to impact on the provision of workplace mentoring, including training contracts and responsibilities of employer, registered training organisation (RTO) and funding body where they exist
- mentoring methodologies and strategies
- learning theories in relation to mentoring
- strategies for working with a mentee including encouraging self reflection, confidence and the building of rapport
- acceptable behaviour in the mentoring relationship
- equal employment opportunity, equity and diversity principles
- how a mentor can support the mentee's employer to meet its WHS obligations for the mentee.
-


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## Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment and include access to:

- documentation of any existing training plan or contract if applicable to the mentoring relationship.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3


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# TLIA0019 Despatch stock

## Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## Application

This unit involves the skills and knowledge required to despatch stock.

It includes analysing orders to identify work requirements, following workplace processes to prepare goods for despatch, and completing despatch tasks in accordance with workplace procedures and schedules.

Work is performed under some supervision generally within a team environment.

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

## Pre-requisite Unit

Not applicable.

## Competency Field

A – Handling Cargo/Stock

## Unit Sector

Not applicable.

## Elements and Performance Criteria

| ELEMENTS | | PERFORMANCE CRITERIA | |
|---|---|---|---|
| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
| **1** | **Review order to identify work requirements** | **1.1** | Order request, pick request and consignment note are reviewed for completion and despatch instruction |
| | | **1.2** | Required schedules for despatch are identified |


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| | | | |
|---|---|---|---|
| | | **1.3** | Products ordered are located and verified |
| | | **1.4** | Despatch schedule, storage location and product knowledge are used to plan sequence of work |
| | | **1.5** | Appropriate material handling equipment is selected within required work health and safety (WHS)/occupational health and safety (OHS) regulations and timeframe for the despatch |
| **2** | **Follow workplace processes to prepare goods for despatch** | **2.1** | Goods for despatch are selected and checked against labels and other identification systems |
| | | **2.2** | Products are sorted, assembled and consolidated |
| | | **2.3** | Orders are secured and placed in storage or despatch zones in accordance with schedule |
| **3** | **Complete despatch following workplace procedures and schedules** | **3.1** | Records are completed, and labels and appropriate documentation are attached |
| | | **3.2** | Load labels and documentation are checked and loading is organised in accordance with workplace procedures and dangerous goods codes as required |
| | | **3.3** | Final check of load labels and despatch and transfer documentation is completed in accordance with workplace procedures and statutory requirements |
| | | **3.4** | Goods are confirmed as available for despatch and appropriate reporting is undertaken |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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## Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the TLI Transport and Logistics Training Package Companion Volume Implementation Guide.

## Unit Mapping Information

This unit replaces and is equivalent to TLIA2021 Despatch stock.

## Links

Companion Volume Implementation Guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851


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# Assessment Requirements for TLIA0019 Despatch stock

## Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- communicating and working effectively with others when organising despatch operations
- completing documentation related to organising despatch operations
- completing tasks within work health and safety (WHS)/occupational health and safety (OHS) guidelines and workplace procedures
- modifying activities depending on operational contingencies, risk situations and environments
- interpreting and following instructions, procedures and labels relevant to organising despatch operations
- selecting and using relevant equipment and communications technology when organising despatch operations
- selecting and using required personal protective equipment (PPE) conforming to industry and WHS/OHS standards.

## Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- documentation and recording requirements for despatch operations
- equipment used during despatch operations and the precautions and procedures that should be followed in its use
- housekeeping standards and procedures
- operational work systems, equipment, management and site operating systems for despatching goods
- potential problems and possible solutions relating to despatching goods
- relevant legislation, regulations, codes of practice and industry guidelines for despatching operations
- relevant WHS/OHS and environmental protection procedures and guidelines
- site layout, obstacles and specialised zones
- workplace procedures and policies for organising despatch operations.


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# Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- relevant and appropriate materials, tools, equipment and PPE currently used in industry
- applicable documentation including legislation, regulations, codes of practice, workplace procedures and operation manuals.

# Links

Companion Volume Implementation Guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851


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# TLIA0020 Package goods

## Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## Application

This unit involves the skills and knowledge required to package goods.

It includes selecting materials, packing, and labelling packaged goods to the required labelling standards and regulatory requirements.

Work is performed under some supervision generally within a team environment.

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

## Pre-requisite Unit

Not applicable.

## Competency Field

A – Handling Cargo/Stock

## Unit Sector

Not applicable.

## Elements and Performance Criteria

| ELEMENTS | | PERFORMANCE CRITERIA | |
|---|---|---|---|
| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
| **1** | **Select materials and pack goods** | **1.1** | Packaging specifications and order packaging documentation are obtained and interpreted |
| | | **1.2** | Packaging equipment suitable for the goods to be packed is selected and checked for safe operational use |


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| | | | |
|---|---|---|---|
| | | **1.3** | Packaging materials are identified and matched to specifications |
| | | **1.4** | Work plan is followed, materials are used economically, and appropriate packaging is used and secured to minimise loss and damage in transit or storage |
| | | **1.5** | Work is conducted in accordance with work health and safety (WHS)/occupational health and safety (OHS) requirements |
| | | **1.6** | Completed packed goods are stacked to minimise damage in accordance with workplace procedures |
| | | **1.7** | Hazards and control measures are identified and implemented prior to commencing work |
| **2** | **Label packaged goods** | **2.1** | Workplace labelling standards are identified and followed |
| | | **2.2** | Appropriate goods handling, labelling and other identification symbols are used |
| | | **2.3** | Relevant documentation is attached in accordance with workplace procedures |
| | | **2.4** | Workplace documentation is completed according to workplace procedures |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the TLI Transport and Logistics Training Package Companion Volume Implementation Guide.


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# Unit Mapping Information

This unit replaces and is equivalent to TLIA2011 Package goods.

# Links

Companion Volume Implementation Guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851


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# Assessment Requirements for TLIA0020 Package goods

## Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements, and performance criteria on at least one occasion and include:

- applying safety precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- attaching and completing relevant documentation to goods
- checking and monitoring equipment performance
- checking operation of packaging equipment in terms of service schedule and standard operating procedures
- communicating and working effectively with others when conducting work
- completing documentation related to work activities when packaging goods
- following work activities in terms of planned schedule
- reading and interpreting instructions, procedures and labels
- selecting and using relevant materials
- selecting and using required personal protective equipment (PPE) conforming to industry and work health and safety (WHS)/occupational health and safety (OHS) standards
- working without injury to self or others, or damage to goods or equipment.

## Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria and include knowledge of:

- differences in equipment
- documentation requirements for packaging goods such as a workplan
- housekeeping standards and procedures
- operational work systems and equipment for packaging goods problems associated with packaging goods and appropriate action to resolve these problems
- potential problems and possible solutions relating to packaging goods
- relevant legislation, regulations, codes of practice, industry guidelines and workplace policies and procedures for packaging goods
- relevant WHS/OHS and environmental protection procedures and guidelines


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- site layout and obstacles
- size, shape and special requirements estimations of goods.

# Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- relevant and appropriate materials, tools, equipment and PPE currently used in industry
- applicable documentation including legislation, regulations, codes of practice, workplace procedures and operation manuals.

# Links

Companion Volume Implementation Guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851


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# TLIA0023 Receive goods

## Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## Application

This unit involves the skills and knowledge required to receive goods.

It includes identifying workplace procedures and documentation requirements for receiving goods; checking and inspecting goods on arrival and completing workplace documentation; and unloading, unpacking and storing stock.

Work is performed under some supervision generally within a team environment.

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

## Pre-requisite Unit

Not applicable.

## Competency Field

A – Handling Cargo/Stock

## Unit Sector

Not applicable.

## Elements and Performance Criteria

| ELEMENTS | | PERFORMANCE CRITERIA | |
|---|---|---|---|
| Elements describe the essential outcomes. | | Performance criteria describe the performance needed to demonstrate achievement of the element. | |
| **1** | **Identify workplace procedures and documentation requirements for receiving goods** | **1.1** | Workplace procedures for receiving goods are identified |
| | | **1.2** | Purpose of documents associated with receiving goods is interpreted |


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| | | | |
|---|---|---|---|
| | | **1.3** | Workplace documentation requirements for receiving goods, including dangerous goods, are identified |
| | | **1.4** | Hazards are identified, risks are assessed and control measures implemented in accordance with workplace procedures |
| **2** | **Check and inspect goods on arrival and complete workplace documentation** | **2.1** | Procedures for checking goods against orders or manifests are identified and followed |
| | | **2.2** | Discrepancies and damaged goods are reported to relevant personnel |
| | | **2.3** | Non-conforming goods are appropriately documented and despatched or stored in accordance with workplace procedures |
| **3** | **Unload, unpack and store stock** | **3.1** | Appropriate manual handling techniques and equipment are identified and used |
| | | **3.2** | Safe work procedures and relevant personal protective equipment (PPE) are used when unloading, unpacking and storing stock |
| | | **3.3** | Appropriate storage locations and requirements for products with specific attributes are identified |
| | | **3.4** | Goods are unloaded and unpacked in accordance with workplace procedures |
| | | **3.5** | Assistance is sought from relevant personnel to maintain safe and effective work |
| | | **3.6** | Directions are followed to store stock in appropriate areas |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the TLI Transport and Logistics Training Package Companion Volume Implementation Guide.

# Unit Mapping Information

This unit replaces and is equivalent to TLIA2013 Receive goods.

# Links

Companion Volume Implementation Guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851


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# Assessment Requirements for TLIA0023 Receive goods

## Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria on at least one occasion and include:

- applying precautions and required action to minimise, control or eliminate hazards that may exist when receiving goods
- communicating and working effectively with others when receiving goods
- completing and interpreting documentation related to receiving goods
- identifying documentation requirements for receiving goods, including dangerous goods, and reporting damage
- identifying hazards, assessing risks and implementing control measures
- interpreting and following instructions, procedures, information, labels and signs relevant to receiving goods
- operating and adapting to differences in equipment and hand tools in accordance with standard operating procedures
- reporting and/or rectifying identified problems promptly in accordance with regulatory requirements and workplace procedures
- selecting and using relevant load handling equipment when receiving goods
- selecting and using required personal protective equipment (PPE) conforming to industry and work health and safety (WHS)/occupational health and safety (OHS) standards
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

## Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria and include knowledge of:


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- attributes of goods with specific storage needs
- communication techniques
- documentation requirements for receiving goods
- focus of operation of work systems, equipment, management and site operating systems for receiving goods
- hand tools and equipment selection requirements
- housekeeping standards and procedures
- potential problems and possible solutions relating to receiving goods
- relevant legislation, regulations, codes of practice and industry guidelines for receiving goods
- relevant WHS/OHS and environmental protection procedures and guidelines
- site layout and obstacles
- size, shape and special requirements of goods and loads
- specifications and standards for checking and inspecting received goods
- workplace procedures and policies for receiving goods.

# Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- relevant and appropriate materials, tools, equipment and PPE currently used in industry
- applicable documentation including legislation, regulations, codes of practice, workplace procedures and operation manuals.

# Links

Companion Volume Implementation Guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851


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# TLIA0025 Assess and monitor optimum stock levels

## Modification History

**Release 1.** This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## Application

This unit involves the skills and knowledge required to assess and monitor optimum stock levels.

It includes assessing projected demand, assessing variables impacting on optimum stock levels, and determining and monitoring optimum inventory levels.

Work is performed in accordance with workplace requirements and relevant regulations. There is the need to exercise discretion and judgement for self and others in planning and using resources, services and processes to achieve required outcomes.

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

## Pre-requisite Unit

Not applicable.

## Competency Field

A – Handling Cargo/Stock.

## Unit Sector

Not applicable.

## Elements and Performance Criteria

| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
|---|---|
| **1 Assess projected demand** | **1.1** Current inventory levels are monitored and recorded following workplace procedures and regulatory requirements |
| | **1.2** Immediate inbound and outbound inventory levels are considered in analysis |


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| | |
|---|---|
| | **1.3** Information and data from sales plan and stock movement history are analysed, as required |
| | **1.4** Projected high and low volume periods are determined from the analysis of sales plan and historical stock movement data, as required |
| | **1.5** Seasonal nature of stock demand is determined from the analysis of sales plan and stock movement data |
| | **1.6** Required inventory levels are determined from the analysis of production and vendor supply cycle stages |
| **2 Assess variables that impact on optimum stock levels** | **2.1** Stock supply and consignment delivery lead times are determined |
| | **2.2** Internal processing and distribution times are determined |
| | **2.3** Spoilage, obsolescence times and shelf life are calculated, as required |
| | **2.4** Maximum stock carrying capacity is assessed |
| | **2.5** Physical and human resources are assessed in relation to projected stock requirements |
| | **2.6** Contingencies are developed for abnormal distribution disruptions to supply chain |
| **3 Determine optimum inventory levels** | **3.1** Supply and distribution lead times are considered |
| | **3.2** Optimum stock levels are calculated, and risk assessed against business activities |
| | **3.3** Optimum inventory levels are confirmed with appropriate personnel and outcomes of previous analysis |
| **4 Monitor optimum inventory levels** | **4.1** Inventory benchmarks are continually compared to current and future sales and turnover requirements |
| | **4.2** Adjustments to inventory levels are undertaken in consultation with relevant personnel, workplace processes and within scope of authority |
| | **4.3** Changes and requests for adjustments to inventory levels are documented in accordance with workplace procedures |
| | **4.4** Physical and human resources are identified and used to maintain and monitor optimum inventory levels |


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# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

# Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the TLI Transport and Logistics Training Package Companion Volume Implementation Guide.

# Unit Mapping Information

This unit replaces and is equivalent to TLIA4028 Assess and monitor optimum stock levels.

# Links

Companion Volume Implementation Guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851


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# Assessment Requirements for TLIA0025 Assess and monitor optimum stock levels

## Modification History

**Release 1.** This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation and workplace procedures
- assessing and modifying activities depending on operational contingencies, risk situations and environments
- communicating and working effectively with others
- completing relevant documentation utilising workplace systems and procedures
- considering projected demand, contingencies and stock level variables, including:
  - cultural
  - external storage capacity
  - seasonal
  - supplier activity
- determining and monitoring optimum inventory levels and adjustments
- interpreting and following relevant instructions, procedures and policies
- planning and organising resource availability, including the competencies of individuals in a team or group
- reporting and/or rectifying identified problems, faults or malfunctions promptly in accordance with regulatory requirements and workplace procedures
- selecting and applying relevant data analysis using available technology
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

## Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria and include knowledge of:


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- data and documentation requirements when assessing and monitoring optimum stock levels
- impact of failing to maintain optimum stock levels on the business
- national codes and regulations, business policies, plans and workplace procedures for maintaining stock levels
- problems when assessing and monitoring optimum stock levels and appropriate solutions
- purpose and use of key information required when optimising stock levels
- supply arrangements, resources, management and workplace operating systems to optimise stock levels
- worksite layout and organisational structure.

## Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently (PPE) used in industry
- applicable documentation, including legislation, regulations, codes of practice, workplace procedures and operation manuals.

## Links

Companion Volume Implementation Guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851


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# TLIA0031 Organise transport of freight or goods

## Modification History

**Release 1.** This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## Application

This unit involves the skills and knowledge required to organise the transport of freight or goods.

It includes planning transport operations, organising freight transport, completing the required documentation, finalising organisational processes in compliance with relevant codes of practice and regulations, and applying policies and procedures to organise the transport of freight or goods.

It is performed under general supervision, with some accountability and responsibility for self and others in achieving prescribed outcomes.

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

## Pre-requisite Unit

Not applicable.

## Competency Field

A – Handling Cargo/Stock.

## Unit Sector

Not applicable.

## Elements and Performance Criteria

| ELEMENTS | PERFORMANCE CRITERIA |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| **1 Plan transport operations** | **1.1** Product knowledge of goods and workplace procedures are applied to the transportation analysis process |
| | **1.2** Domestic and international regulations, codes and procedures for |


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| | |
|---|---|
| | transporting freight are identified |
| | **1.3** Hazards are identified, risks are assessed and control measures are implemented |
| | **1.4** Resources are identified to match the task |
| | **1.5** Work processes are planned to meet agreed timelines |
| | **1.6** Types of transportation required for the freight or goods are identified to match customer requirements, freight type and delivery time |
| | **1.7** Goods transfer methods between modes of transport are selected, as required |
| **2 Organise freight transport** | **2.1** Personnel are informed of work requirements and timelines |
| | **2.2** Handling methods suitable to the goods and transport method are selected |
| | **2.3** Personnel, equipment, temporary storage areas and contingencies, are allocated and supervised, as required |
| | **2.4** Discrepancies in freight are noted and appropriate action is undertaken in accordance with workplace procedures |
| | **2.5** Freight is secured to minimise damage to contents |
| | **2.6** Work processes are monitored to ensure human resources and equipment are maintained at productive levels in accordance with workplace and work health and safety (WHS)/occupational health and safety (OHS) requirements |
| **3 Complete organisational processes** | **3.1** Monitoring processes to track freight movement are implemented |
| | **3.2** Reporting requirements are communicated to appropriate personnel |
| | **3.3** Workplace documents and records are checked for completion and stored in accordance with workplace procedures |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the TLI Transport and Logistics Training Package Companion Volume Implementation Guide.

# Unit Mapping Information

This unit replaces and is equivalent to TLIA4032 Organise transport of freight or goods.

# Links

Companion Volume Implementation Guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851


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# Assessment Requirements for TLIA0031 Organise transport of freight or goods

## Modification History

**Release 1.** This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria on at least one occasion and include:

- applying precautions and required action to minimise, control or eliminate identified hazards
- applying relevant legislation and workplace procedures
- communicating effectively with others
- completing relevant documentation
- identifying, monitoring and managing resources for transport of freight or goods
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring and prioritising work activities in terms of planned schedule
- planning own work, prioritising work activities, predicting consequences and identifying improvements
- planning transport operations of freight or goods
- reading, interpreting and following relevant instructions, procedures and signs
- reporting and/or rectifying identified problems, faults or malfunctions promptly in accordance with regulatory requirements and workplace procedures
- securing freight in accordance with regulations
- selecting and using required communication systems
- using suitable handling methods
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

## Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria and include knowledge of:


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- possible problems and appropriate solutions
- procedures for assessing storage and transport requirements and options
- procedures for calculating/estimating weight, volumes and dimensions
- procedures for coordinating the transfer and storage of goods, including multi-modal transport
- procedures for identifying and evaluating information needed to facilitate the transport of freight
- procedures for organising required permits and for completing transport documentation
- procedures for selecting transport/storage equipment and systems
- relevant legislative requirements and codes of practice
- relevant work health and safety (WHS)/occupational health and safety (OHS) and environmental procedures and regulations
- sources of information and documentation for organising the transport of freight and goods.

# Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation, including legislation, regulations, codes of practice, workplace procedures and operation manuals.

# Links

Companion Volume Implementation Guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851


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# TLIA3016 Use inventory systems to organise stock control

## Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## Application

This unit involves the skills and knowledge required to use inventory systems to organise stock control in accordance with relevant regulations and workplace requirements, as part of work activities in the transport and logistics industry.

It includes identifying inventory and stock control systems in use in the workplace, using re-order procedures to maintain stock levels, organising cyclical stock counts and reporting discrepancies or variances.

Work is performed under some supervision generally within a team environment.

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

## Pre-requisite Unit

Not applicable.

## Competency Field

A – Handling Cargo/Stock

## Unit Sector

Not applicable.

## Elements and Performance Criteria

| ELEMENTS | PERFORMANCE CRITERIA |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| **1 Identify inventory** | 1.1 Workplace inventory and stock control equipment, software |


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| | | | |
|---|---|---|---|
| | **and stock control systems in use in the workplace** | | and systems are identified |
| | | 1.2 | Reasons for common database approach to inventory records and documentation in the warehouse are explained |
| | | 1.3 | Procedures for identifying and reporting discrepancies or variances are identified |
| **2** | **Use re-order procedures to maintain stock levels** | 2.1 | Stock level maintenance checking is conducted |
| | | 2.2 | Stock is re-ordered to meet stock level maintenance requirements in accordance with workplace policies and procedures |
| | | 2.3 | Data is accurately entered and extracted from the inventory/records system using appropriate workplace procedures |
| **3** | **Organise cyclical stock counts and report discrepancies or variances** | 3.1 | Process for cyclical stock count is planned and work is allocated to team members |
| | | 3.2 | Clear directions on tasks to be performed are given |
| | | 3.3 | Stocktake activities are conducted in accordance with workplace procedures |
| | | 3.4 | Types and causes of record discrepancies are identified |
| | | 3.5 | Procedures for noting and correcting minor discrepancies are used |
| | | 3.6 | Major discrepancies are reported in accordance with workplace procedures |
| | | 3.7 | Workplace documentation is completed |
| **4** | **Produce reports on record keeping and inventory functions** | 4.1 | Types of reports to be produced from inventory records systems are identified |
| | | 4.2 | Reports are produced in accordance with workplace procedures and relevant regulatory requirements |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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## Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

## Unit Mapping Information

This unit replaces and is equivalent to TLIA3016A Use inventory systems to organise stock control.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851


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# Assessment Requirements for TLIA3016 Use inventory systems to organise stock control

## Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation and workplace procedures
- communicating effectively with others
- modifying activities depending on operational contingencies, risk situations and environments
- operating and adapting to differences in equipment in accordance with standard operating procedures
- reading, interpreting and following relevant instructions, procedures, information and signs
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with workplace procedures
- selecting and using relevant communications, computing and office equipment
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

## Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:



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- applications of different types of inventory systems and stock management approaches
- Australian codes and regulations relevant for organising stock control
- computer records and documentation requirements for stock control, including forms, checklists and inventory reports
- housekeeping standards and procedures
- operational inventory systems, equipment, management and site operating systems for controlling stock
- principles of operation and functions of inventory systems
- workplace procedures and policies for using inventory systems to organise stock control
- workplace processes for records management and producing inventory reports.

## Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in *the Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

- Resources for assessment include:
- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851


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# TLID0019 Shift loads using manually-operated equipment

## Modification History

**Release 1.** This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## Application

This unit involves the skills and knowledge required to shift loads using manually-operated equipment.

It includes assessing the risks associated with relocating the load, planning the relocation process, carrying out the relocation with the aid of the equipment in accordance with the plan, and refurbishing the equipment and worksite in compliance with the relevant work health and safety (WHS)/occupational health and safety (OHS) regulations within the transport and logistics industry.

Work is performed under some supervision generally within a team environment.

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

## Pre-requisite Unit

Not applicable.

## Competency Field

D - Load Handling

## Unit Sector

Not applicable.

## Elements and Performance Criteria

| ELEMENTS | PERFORMANCE CRITERIA |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| **1 Assess risks associated with** | **1.1** Products, goods or materials to be relocated are identified and assessed for the appropriate relocation method |


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| | |
|---|---|
| **relocating loads** | **1.2** Storage location is determined |
| | **1.3** Routes to be followed are identified |
| | **1.4** Points of balance are estimated |
| | **1.5** Risks in potential routes are considered |
| | **1.6** Lifting equipment to minimise potential risks is identified |
| | **1.7** Appropriate personal protective equipment (PPE) is identified and used |
| | **1.8** Tools, load shifting equipment and other materials are selected and checked for serviceability and defects are reported to appropriate personnel |
| **2 Plan relocation of loads** | **2.1** Load is examined to determine condition, length, bulk and weight |
| | **2.2** Load shifting equipment is selected in accordance with workplace procedures |
| | **2.3** Safe procedures for using lifting equipment are identified, including the calculation of safe working load (SWL) and/or working load limit (WLL), for weight of goods to be moved |
| | **2.4** Process for relocating load is proposed, including predicting and planning for potential difficulties |
| | **2.5** Proposed process is checked against relevant code of practice and workplace procedures for compliance |
| | **2.6** Lifting equipment and accessories are checked for safe operation in accordance with manufacturer instructions and workplace procedures |
| **3 Relocate loads** | **3.1** Unsafe equipment is reported to appropriate personnel in accordance with workplace procedures |
| | **3.2** Load is broken down, where applicable, to allow handling and moving a number of single items to ensure the maximum weight is not exceeded in accordance with manufacturer instructions |
| | **3.3** Mechanical aids and field machines are constructed, when required, by the approved shifting method, so the load can be shifted in accordance with job instructions |
| | **3.4** Safe working limits for lifting equipment are identified and |


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| | |
|---|---|
| | maintained |
| | **3.5** Planned process and route are followed using equipment within necessary range of limitations |
| | **3.6** Relocated materials are set down without damage to goods, personnel or equipment and are checked for stability |
| | **3.7** Relocation is checked to ensure it meets work requirements and variances are reported to appropriate personnel |
| **4 Maintain equipment and worksite** | **4.1** Worksite is cleaned and cleared of debris and unwanted material |
| | **4.2** Field machines, tools and equipment are cleaned, inspected, maintained and stored in accordance with workplace procedures |
| | **4.3** Documentation is completed in accordance with workplace procedures |

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the TLI Transport and Logistics Training Package Companion Volume Implementation Guide.

## Unit Mapping Information

This unit replaces and is equivalent to TLID1002 Shift a load using manually-operated equipment.

## Links

Companion Volume Implementation Guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851


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# Assessment Requirements for TLID0019 Shift loads using manually-operated equipment

## Modification History

**Release 1.** This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria on at least one occasion and include:

- adapting to differences in equipment in accordance with workplace procedures
- applying precautions and required actions to minimise, control or eliminate hazards that may exist when shifting loads using manually-operated equipment
- communicating and working effectively with others when using manually-operated equipment to shift loads
- completing documentation related to work activities
- identifying load limits for lifting
- identifying manually-operated equipment and their capabilities
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring and prioritising work activities in terms of planned schedule
- reading and interpreting instructions, procedures, information and signs relevant to shifting loads using manually-operated equipment
- relocating loads safely in accordance with workplace policies and procedures
- reporting and/or rectifying identified problems in accordance with regulatory requirements and workplace procedures
- selecting and using required personal protective equipment (PPE) conforming to industry and work health and safety (WHS)/occupational health and safety (OHS) standards
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

## Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria and include knowledge of:



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- effects of moving contents, which may be loose, liquid, dangerous or hazardous
- housekeeping standards and procedures
- problems when using manually-operated equipment to shift loads, and solutions
- relevant WHS/OHS procedures and guidelines concerning the use of manually-operated equipment to shift loads
- risks when using manually-operated equipment to shift loads, and related precautions to control these risks
- safe working load (SWL)
- site layout and obstacles
- workplace procedures and policies for shifting goods and materials using manually-operated equipment.

## Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- relevant and appropriate materials, tools, equipment and PPE currently used in industry
- applicable documentation, including legislation, regulations, codes of practice, workplace procedures and operation manuals.

## Links

Companion Volume Implementation Guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851


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# TLID0021 Store and handle dangerous goods and hazardous substances

## Modification History

**Release 1.** This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## Application

This unit involves the skills and knowledge required to store and handle dangerous goods and hazardous substances.

It includes identifying requirements for working with dangerous goods and/or hazardous substances, confirming site incident procedures and selecting handling techniques in accordance with relevant work health safety (WHS)/occupational health and safety (OHS) regulations concerning the safe handling of dangerous goods and hazardous substances, within the transport and logistics industry.

Work is performed under general supervision.

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

## Pre-requisite Unit

Not applicable.

## Competency Field

D – Load Handling

## Unit Sector

Not applicable.

## Elements and Performance Criteria

| ELEMENTS | PERFORMANCE CRITERIA |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |


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| | | |
|---|---|---|
| **1** | **Identify requirements for working with dangerous goods and/or hazardous substances** | **1.1** Dangerous goods and/or hazardous substances are identified from information, including class labels, manifests and other documentation |
| | | **1.2** Job hazards are identified and required action is taken to minimise, control or eliminate identified hazards |
| | | **1.3** Storage requirements for dangerous goods and/or hazardous substances are identified and applied |
| | | **1.4** Legislative requirements for dangerous goods and/or hazardous substances are used to plan work activities |
| | | **1.5** Handling procedures for different classes and characteristics of goods are identified |
| | | **1.6** Confirmation is sought from relevant personnel where dangerous goods and/or hazardous materials do not appear to be appropriately marked |
| **2** | **Confirm site incident procedures** | **2.1** Incident reporting processes are identified |
| | | **2.2** Emergency equipment is identified and checked in accordance with workplace procedures and statutory regulations |
| | | **2.3** Emergency procedures are identified and confirmed |
| **3** | **Select handling techniques** | **3.1** Load handling and shifting techniques are identified in accordance with particular goods and workplace procedures |
| | | **3.2** Handling equipment is checked for conformity with workplace requirements and manufacturer guidelines |
| | | **3.3** Suitable signage or placards are checked for compliance with workplace procedures, as required |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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# Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the TLI Transport and Logistics Training Package Companion Volume Implementation Guide.

# Unit Mapping Information

This unit replaces and is equivalent to TLID2003 Handle dangerous goods/hazardous substances.

# Links

Companion Volume Implementation Guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851


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# Assessment Requirements for TLID0021 Store and handle dangerous goods and hazardous substances

## Modification History

**Release 1.** This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria on at least one occasion and include:

- completing relevant documentation
- estimating weights and dimensions of loads and any special requirements
- identifying and assessing handling and storage precautions and requirements for dangerous goods and/or hazardous substances
- identifying and selecting safety requirements for handling dangerous goods and/or hazardous substances
- identifying containers and goods coding, markings and emergency information panels for mode of transport and/or for storage selected, as required
- identifying dangerous goods/hazardous substances using labels, Globally Harmonized System of Classification and Labelling of Chemicals (GHS), International Maritime Dangerous Goods (IMDG) Code markings, HAZCHEM signs and other relevant identification criteria
- identifying job and site hazards, and planning work to minimise risks
- maintaining workplace records and documentation
- operating electronic communications equipment to required protocol
- reading, interpreting and following relevant instructions, procedures, regulations, information and signs
- selecting and using required personal protective equipment (PPE) conforming to industry and work health and safety (WHS)/occupational health and safety (OHS) standards
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

## Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria and include knowledge of:

- housekeeping standards and workplace procedures
- problems that may arise when handling of dangerous goods and hazardous substances and actions that should be taken to prevent or solve these problems
- recognising hazards and applying precautions and required action to minimise, control or


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eliminate recognised hazards
- relevant regulations, codes and signage concerning handling dangerous goods and hazardous substances including:
  - Australian Dangerous Goods (ADG) Code
  - Australian Standards
  - GHS
  - HAZCHEM signs
  - IMDG Code
- risks when handling dangerous goods and hazardous substances and related precautions to control risk
- workplace procedures for handling and storing dangerous goods and hazardous substances

## Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or simulations
- relevant and appropriate materials, tools, equipment and PPE currently used in industry
- applicable documentation, including legislation, regulations, current ADG Code, codes of practice, workplace procedures and operation manuals.

## Links

Companion Volume Implementation Guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851


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# TLID2003 Handle dangerous goods/hazardous substances

## Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## Application

This unit involves the skills and knowledge required to handle dangerous goods and hazardous substances in accordance with relevant work health safety (WHS)/occupational health and safety (OHS) regulations concerning the safe handling of dangerous goods and hazardous substances, within the transport and logistics industry.

It includes identifying requirements for working with dangerous goods and/or hazardous substances, confirming site incident procedures and selecting handling techniques.

Work is performed under general supervision.

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

## Pre-requisite Unit

Not applicable.

## Competency Field

D – Load Handling

## Unit Sector

Not applicable.

## Elements and Performance Criteria

| ELEMENTS | PERFORMANCE CRITERIA |
|---|---|
| Elements describe the | Performance criteria describe the performance needed to |


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| essential outcomes. | demonstrate achievement of the element. |
|---|---|
| **1 Identify requirements for working with dangerous goods and/or hazardous substances** | 1.1 Dangerous goods/hazardous substances are identified from information including class labels, manifests and other documentation |
| | 1.2 Job hazards are identified and required action is taken to minimise, control or eliminate identified hazards |
| | 1.3 Storage requirements for dangerous goods/hazardous substances are identified and applied |
| | 1.4 Legislative requirements for dangerous goods/hazardous substances are used to plan work activities |
| | 1.5 Handling procedures for different classes and characteristics of goods are observed |
| | 1.6 Confirmation is sought from relevant personnel where dangerous goods/hazardous materials do not appear to be appropriately marked |
| **2 Confirm site incident procedures** | 2.1 Incident reporting processes are identified |
| | 2.2 Emergency equipment is located and checked in accordance with workplace procedures and statutory regulations |
| | 2.3 Emergency procedures are identified and confirmed |
| **3 Select handling techniques** | 3.1 Load handling and shifting procedures are selected in accordance with identified requirements for particular goods |
| | 3.2 Handling equipment is checked for conformity with workplace requirements and manufacturer guidelines |
| | 3.3 Suitable signage or placards are checked for compliance with workplace procedures, as required |

# Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.


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## Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

## Unit Mapping Information

This unit replaces and is equivalent to TLID2003A Handle dangerous goods/hazardous substances.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851


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# Assessment Requirements for TLID2003 Handle dangerous goods/hazardous substances

## Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- communicating and working effectively with others
- completing relevant documentation
- determining required permits
- estimating weight and dimensions of load and any special requirements
- identifying and assessing handling and storage precautions and requirements for dangerous goods/hazardous substances
- identifying and selecting safety requirements for handling dangerous goods/hazardous substances
- identifying containers and goods coding, markings and emergency information panels for mode of transport storage selected
- identifying dangerous goods/hazardous substances using labels, International Maritime Dangerous Goods (IMDG) Code markings, HAZCHEM signs and other relevant identification criteria
- identifying job and site hazards, and planning work to minimise risks
- implementing contingency plans
- maintaining workplace records and documentation
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring and prioritising work activities in terms of planned schedule, predicting consequences and identifying improvements
- operating and adapting to differences in equipment in accordance with standard operating procedures
- operating electronic communications equipment to required protocol
- reading, interpreting and following relevant instructions, procedures, regulations, information and signs
- recognising hazards and applying precautions and required action to minimise, control or eliminate recognised hazards
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures


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- selecting and using required personal protective equipment (PPE) conforming to industry and work health and safety (WHS)/occupational health and safety (OHS) standards
- selecting appropriate equipment and work systems including PPE
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

## Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- equipment applications, capacities, configurations, safety hazards and control mechanisms
- housekeeping standards and procedures
- permit and licence requirements
- problems that may arise when handling of dangerous goods and hazardous substances and actions that should be taken to prevent or solve these problems
- relevant aspects of current Australian Dangerous Goods (ADG) Code and relevant Australian Standards
- relevant regulations and codes concerning handling dangerous goods/hazardous substances
- risks when handling dangerous goods/hazardous substances and related precautions to control risk
- workplace procedures for handling and storing dangerous goods/hazardous substances.

## Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy


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requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, current ADG Code, codes of practice and operation manuals
- relevant materials, tools, equipment, and personal protective equipment currently used in industry.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851


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# TLILIC0003 Licence to operate a forklift truck

## Modification History

Release 1. This is a release of this unit of competency in the TLI Transport and Logistics Training Package.

## Application

This unit specifies the skills and knowledge required to operate a forklift truck safely in accordance with all relevant legislative requirements. Competence in this unit, does not in itself result in a HRWL licence to operate this plant.

Forklift truck means a powered industrial truck equipped with lifting media made up of a mast and an elevating load carriage to which is attached a pair of fork arms or other attachments that can be raised 900 mm or more above the ground, but does not include a pedestrian-operated truck or a pallet truck.

A person performing this work is required to hold a forklift truck High Risk Work Licence (HRWL).

This unit requires a person operating a forklift truck to:

- plan for the work/task
- prepare for the work/task
- perform work/task
- pack up

## Licensing/Regulatory Information

Legislative and regulatory requirements are applicable to this unit of competency.

This unit is based on the licensing requirements of Part 4.5 of the Model Work Health and Safety (WHS) Regulations and meets Commonwealth, State and Territory HRWL requirements.

The National Assessment Instrument (NAI) is the mandated assessment for the HRWL to operate the relevant licencing class as detailed in this unit.

## Pre-requisite Unit

Not applicable

## Competency Field

LIC - Licencing Units



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# Unit Sector

Not applicable

# Elements and Performance Criteria

| ELEMENTS | PERFORMANCE CRITERIA |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| **1 Plan work/task** | **1.1** Task requirements are identified from work orders or equivalent and confirmed with relevant people and site inspection is conducted in accordance with workplace procedures |
| | **1.2** Work area operating surface is assessed to determine suitability for operational use of forklift truck in accordance with workplace procedures |
| | **1.3** Suitability of forklift truck and attachment working load limit (WLL) is determined for the load/s and work/task requirements in accordance with manufacturer requirements and workplace procedures |
| | **1.4** Working area is inspected and appropriate paths for operating the forklift truck and moving and placing load/s in work area are assessed and managed in accordance with workplace procedures |
| | **1.5** Hazard and risk control measures are identified and reported to relevant person/s in accordance with workplace procedures |
| | **1.6** Traffic management plan implementation is confirmed in accordance with workplace procedures |
| | **1.7** Appropriate communication procedures are identified with relevant people in accordance with workplace procedures |
| | **1.8** All work is confirmed to ensure coverage of work/task requirements for the relevant work area is in accordance with workplace procedures |


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| | | |
|---|---|---|
| **2 Prepare for work/task** | **2.1** | Consultation with workplace person/s is maintained to ensure workplan is clear and consistent with site requirements in accordance with safe work procedures |
| | **2.2** | Weather and work environmental conditions are assessed to determine any impact on forklift truck operations in accordance with manufacturer requirements and safe work procedures |
| | **2.3** | Risk control measures for hazards identified are checked for implementation in accordance with safe work procedures |
| | **2.4** | Forklift truck is accessed in a safe manner in accordance with manufacturer requirements and workplace procedures |
| | **2.5** | Forklift truck logbook is checked in accordance with manufacturer, regulatory requirements and safe work procedures |
| | **2.6** | Pre-start checks are carried out and any damage and defects are reported, recorded and appropriate action is taken in accordance with safe work procedures and manufacturer requirements |
| | **2.7** | Forklift truck is set up correctly with any relevant attachments as per work plan in accordance with relevant manufacturer requirements including data plate and safe work procedures |
| | **2.8** | Operational checks are carried out and any damage and defects are reported, recorded and appropriate action is taken in accordance with manufacturer requirements and safe work procedures |
| | **2.9** | Hazard and risk control measures are checked for implementation and communicated to people in the work area in accordance with safe work procedures |
| **3 Perform work/task** | **3.1** | Weight and positioning of load is assessed to ensure compliance with forklift truck data plate requirements and in accordance with safe work procedures |


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|---|---|---|
| | **3.2** | Forklift truck is operated safely in accordance with manufacturer requirements and safe work procedures |
| | **3.3** | Loads are monitored constantly when lifting, moving, lowering and placing to ensure stability of load and avoidance of hazards in accordance with safe work procedures |
| | **3.4** | Unplanned and unsafe situations are responded to in accordance with safe work procedures |
| | **3.5** | Loads are picked up, transported and placed using all forklift truck movements in accordance with safe work procedures |
| | **3.6** | Forklift truck is parked, switched off and isolated appropriately in accordance with manufacturer requirements and safe work procedures |
| **4 Pack Up** | **4.1** | Forklift truck shutdown procedures are carried out in accordance with manufacturer requirements and safe work procedures |
| | **4.2** | Forklift truck is secured to prevent unauthorised access/use in accordance with safe work procedures |

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

## Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

## Unit Mapping Information

This unit replaces and is equivalent to TLILIC2001 Licence to operate a forklift truck



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# Links

Companion Volume Implementation Guide - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851


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# Assessment Requirements for TLILIC0003 Licence to operate a forklift truck

## Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria on at least one occasion and include:

- applying safe operating procedures for a forklift truck including:
  - maintaining safe operating speed
  - travelling with load lowered to an appropriate height for the terrain, operating surface and visibility in relation to direction of travel
- applying relevant forklift truck manufacturer requirements and data plate information and approved modifications to attachments fitted are in accordance with manufacturer requirements
- carrying out pre-start checks, including visual inspection which must include:
  - battery charge as required by manufacturer requirements
  - checking and interpreting data plate/s are relevant to the attachment and the forklift truck
  - checking for signs of paint separation and stressed welds indicating potential structural weakness
  - document evidence of damage
  - engine / mechanical fluid level checks including fuel as required by manufacturer requirements
  - ensuring availability of correct forklift truck logbook and updating records as required
  - ensuring forklift truck tynes or other attachment/s are securely fitted
  - ensuring seat and mirrors are adjusted appropriately and seat belt is functional
  - fluid leaks
  - lights are working effectively
  - safety equipment checks
  - signage and labels to ensure they are visible and legible
  - wheels and tyres for damage/correct inflation if applicable
- conducting and applying risk and hazard assessment strategies including:
  - insufficient lighting
  - other specific hazards including dangerous goods
  - overhead hazards and fixed structures, roof beams and doorways
  - restricted and poorly ventilated areas


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  - surface suitability based on forklift truck and task requirements
  - the risk of collision with people, moving plant and fixed structures
  - weather conditions
- complying with Commonwealth, State and Territory Work Health and Safety (WHS)/Occupational Health and Safety (OHS)/Occupational Safety and Health (OSH) legislation, regulations safe work and workplace procedures
- conducting operational checks, which must ensure:
  - all controls are located, identified and tested for functionality
  - all hydraulic functions operated to maximum extension and ensuring attachment (if fitted) movements and control functions are smooth and comply with operating requirements
  - hazard warning systems (e.g. reversing beepers, lights and horns) are functional
  - recording and maintaining accurate information relating to forklift truck operations
  - safety devices as fitted
  - start-up is in accordance with manufacturer requirements
  - steering, transmission and brake functions comply with operating requirements
  - there are no unusual noises
- confirming and following traffic management plan procedures relevant to their role in the work area
- conducting relevant procedures for refuelling and isolating fuel/power source as per manufacturer requirements using appropriate PPE
- determining relevant lifting attachment to perform work/task
- determining lift requirements including:
  - positioning of unusually balanced/shaped loads
  - centre of gravity
  - dynamic nature of load
  - tyne/attachment positioning
  - weight
- ensuring risk control measures within the work area are effective as per workplace procedures
- identifying, isolating and tagging out defective equipment and reporting to authorised person/s
- interpreting and confirming relevant documentation, workplace instructions, safety information, emergency procedures for the work task and relevant area
- interpreting workplace procedures in relation to various environmental conditions
- maintaining communication with other workplace personnel through using worksite procedures including:
  - audible and visual warning devices
  - signage
  - two-way radio
  - verbal instructions
  - written instructions
- maintaining three points of contact whilst accessing and egressing forklift truck and ensuring


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rungs / steps are free of hazards
- operating and monitoring safe forklift truck operations using minimum 250kg dynamic and non-dynamic loads that include:
  - aligning tynes/attachment to load
  - carrying out a lift to 75% of the maximum height
  - conducting trial lift to ensure forklift truck and load are stable, and load is safe to move
  - correctly using horns and mirrors in workplace
  - correctly positioning and using an observer to assist when operating with a load that may restrict vision or be placed out of vision of the operator
  - driving applicable to conditions and moving loads safely
  - driving a forklift truck safely with load in forward and reverse, while maintaining visibility through an obstacle course including:
    - an 'S' bend with a minimum 90 degrees left and right turn
    - ensuring load/s remains stable through pick up, transport and placement
    - forklift truck speed is appropriate to load and surroundings
    - lowering dynamic and non-dynamic loads to appropriate height for travel in forward and reverse
  - picking up, driving, manoeuvring and placing dynamic and non-dynamic loads safely at various heights within a compliant racking system
  - picking up, driving, manoeuvring and placing dynamic and non-dynamic loads safely into/onto an elevated, flat, stable area
  - tilting mast (or forks if applicable) to ensure balance of load
  - using gluts/dunnage appropriately and lowering load safely
  - using tilt and side shift (where fitted) safely to manoeuvre dynamic and non-dynamic loads into allocated space
- reporting to relevant person/s on site risk control measures that are not in place or are deficient
- setting up an exclusion zone
- securely parking forklift truck and isolating in appropriate position including:
  - minimising possible access by unauthorised person/s
  - tynes/attachment lowered to required position in accordance with manufacturer requirements
  - park brake applied
  - switching off, isolating fuel/power source and removing key according to workplace procedures
- shutting down a forklift truck in accordance with manufacturer requirements and workplace procedures

# Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:


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- Australian and industry standards, codes of practice and guidelines to safely operate a forklift truck
- communication procedures including:
  - audible and visual warning devices
  - hand signals
  - questioning techniques
  - signage
  - traffic warning systems
  - two-way radio
  - written instructions
- forklift truck characteristics and capabilities, manufacturer requirements and instructions for any attachments
- impact of the following on the operation of the forklift truck including:
  - failure/loss of control including brakes and steering
  - failure of equipment during forklift truck operations
  - forklift truck instability causes including:
    - deterioration of ground condition
    - overloading
    - pick up and placement of load
    - irregular loads
  - operating on ramps and uneven surfaces and in restricted spaces
  - use of forklift truck data plate and attachment data plate and appropriate methodology to determine weight of a load is appropriate for forklift truck and any attachment if fitted including the estimation or determination from:
    - labels on the actual load
    - markings on the actual load
    - paperwork such as consignment notes, running sheets and weighbridge dockets
    - weighing a carton and calculating load
- manufacturer requirements, instructions and operator's manual
- problems, and appropriate response procedures to unplanned and/or unsafe environmental conditions including:
  - wind
  - lightning
  - water/ice impacted surface/ground
  - rain
  - extreme heat
  - Ultra violet (UV) exposure
- problems and equipment faults, and implementing appropriate response procedures to unplanned and/or unsafe situations including:
  - lock out and tag out procedures
- relevant procedures for refuelling and recharging forklift truck using appropriate PPE


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including:

- gas bottle
- connecting battery to charger and disconnecting battery from charger and reconnecting to forklift truck
- refuelling

- procedures for recording, reporting and maintaining workplace records and information
- risk assessment process including hierarchy of control:
  - elimination
  - substitution
  - isolation
  - engineering controls
  - administrative controls
  - personal protective equipment (PPE)
- safe use and compliance of different types of attachments including:
  - bale clamps
  - carpet spike for carpet rolls
  - drum carrier
  - jib attachment
  - paper roll clamps
  - personnel work platforms
  - rotators
  - slippers/fork extensions on tynes
- suitability and lifting capability of the attachment to be used
- shut down procedures for a forklift truck in accordance with manufacturer requirements
- traffic management plan procedures and requirements
- typical routine problems encountered operating a forklift truck and associated equipment, and adjustments required for correction
- workplace procedures including work plan which may be verbal, documented/written, or electronically generated
- work area operating surface suitability including issues with:
  - backfilled ground
  - bitumen (damaged, cracked)
  - concrete (damaged, cracked)
  - hard compacted soil
  - potholes
  - railway tracks
  - rough uneven or difficult terrain including sloping surfaces, uneven surfaces, steel decks and grates
  - soft soils
  - trench covers
- Work Health and Safety (WHS)/Occupational Health and Safety (OHS)/Occupational Safety


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and Health (OSH) requirements, safe work and workplace procedures

## Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

- Simulators must not be used in the assessment of this unit of competency.

Resources for assessment must include access to:

- a suitable forklift truck that complies with AS 2359 Powered industrial trucks and is in a safe/serviceable condition in accordance with manufacturer requirements
- associated equipment for forklift truck operations
- suitable dynamic and non-dynamic loads
- suitable compliant racking system
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including:
  - approved codes of practice and relevant guidance material
  - relevant Australian technical standards
  - manufacturer guidelines (instructions, requirements or checklists), relevant industry standards and operating procedures (where applicable)

## Links

Companion Volume Implementation Guide - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851


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# UEEEC0072 Troubleshoot microcontroller-based hardware systems

## Modification History

Release 1. This is the first release of this unit of competency in the UEE Electrotechnology Training Package.

## Application

This unit involves the skills and knowledge required to troubleshoot microcontroller-based hardware systems.

It includes solving microcontroller hardware and firmware problems by determining correct operation of microcontroller system, and providing solutions derived from measurements and calculations to predictable faults in microcontroller hardware.

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

## Pre-requisite Unit

Not applicable.

## Competency Field

Electronics and Communications

## Unit Sector

Electrotechnology

## Elements and Performance Criteria

| ELEMENTS | PERFORMANCE CRITERIA |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| **1 Prepare to work on microcontroller hardware** | **1.1** Work health and safety (WHS)/occupational health and safety (OHS) requirements and workplace procedures for a given work area are obtained and applied |
| | **1.2** WHS/OHS risk control work preparation measures and |


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| | | procedures are followed |
| | **1.3** | Nature of microcontroller hardware problems is obtained from documentation or from work supervisor to establish the scope of work to be undertaken |
| | **1.4** | Advice is sought from the work supervisor to ensure the work is coordinated effectively with others |
| | **1.5** | Sources of materials required for the work are established in accordance with workplace procedures |
| | **1.6** | Tools, equipment and testing devices needed to carry out the work are obtained and checked for correct operation and safety |
| **2 Solve microcontroller hardware and firmware problems** | **2.1** | WHS/OHS risk control work measures and procedures are followed |
| | **2.2** | Need to test or measure live work is determined in strict accordance with WHS/OHS requirements and, as required, conducted within established safety procedures |
| | **2.3** | Circuits are checked as being isolated, as necessary, in strict accordance with WHS/OHS requirements and workplace procedures |
| | **2.4** | Established methods are used to solve problems from measured and calculated values as they apply to microcontroller hardware |
| | **2.5** | Unplanned situations are responded to in accordance with workplace procedures in a manner that minimises risk to personnel and equipment |
| | **2.6** | Problems are solved without unnecessary damage to apparatus, circuits, the surrounding environment or services using sustainable energy practices |
| **3 Complete work and document problem-solving activities** | **3.1** | WHS/OHS work completion risk control measures and procedures are followed |
| | **3.2** | Worksite is cleaned and made safe in accordance with established procedures |
| | **3.3** | Justification for solutions used to solve circuit problems are documented |


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| | |
|---|---|
| **3.4** | Work completion is documented and appropriate person/s notified in accordance with workplace procedures |

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the UEE Electrotechnology Training Package Companion Volume Implementation Guide.

| | |
|---|---|
| Troubleshooting must include at least two of the following types of microcontroller hardware problems: | • determining the operating parameters of an existing circuit<br>• altering an existing circuit to comply with specified operating parameters<br>• developing circuits to comply with a specified function and operating parameters |

## Unit Mapping Information

This unit replaces and is equivalent to UEENEEH166A Troubleshoot microcontroller based hardware systems.

## Links

Companion Volume implementation guides are found in VETNet - - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b8a8f136-5421-4ce1-92e0-2b50341431b6


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# Assessment Requirements for UEEEC0072 Troubleshoot microcontroller-based hardware systems

## Modification History

Release 1. This is the first release of this unit of competency in the UEE Electrotechnology Training Package.

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements, performance criteria and range of conditions on at least two separate occasions and include:

- applying relevant work health and safety (WHS)/occupational health and safety (WHS/OHS) requirements, workplace procedures and practices, including using risk control measures
- applying sustainable energy principles and practices
- calculating parameters correctly and accurately
- dealing with unplanned events/situations in accordance with workplace procedures in a manner that minimises risk to personnel and equipment
- providing solutions to microcontroller component/circuit problems
- providing written justification for the solutions to problems
- taking measurements correctly and accurately
- using an industry standard programming environment to load, test and debug code
- using methodical problem-solving methods
- using a microcontroller’s internal communications peripherals to communicate with a secondary device, including microcontroller, computer and/or sensor.

## Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements, performance criteria and range of conditions and include knowledge of:

- dealing with intermittent faults
- electronic fault-finding techniques and fault identification techniques
- fault-finding methods, including visual inspection, sectional testing, split-half tests and component isolation
- input/output (I/O) ports: analogue/digital
- integrated peripherals, including timers, interrupts, hardware multiplier, internal oscillators, comparators, analogue to digital converter's (ADC’s) and digital to analogue converter's (DAC’s), pulse width modulation (PWM) modules and serial ports
- interfacing different logic level voltages in a microcontroller circuit


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- microcontroller-based systems troubleshooting
- microcontroller internal peripheral communication circuitry and associated hardware and protocols (examples include but not limited to recommended standard 232 (RS-232), I²C, SPI, and 1 wire
- microcontroller systems, including:
  - digital systems concepts associated with microcontroller-based systems
  - microcontroller architecture
  - microcontroller instruction set
  - microcontroller manufacturers
  - microcontroller system block diagram
- relevant data storage types
- relevant job safety assessments or risk mitigation processes
- relevant logic level standards
- relevant manufacturer specifications
- relevant WHS/OHS legislated requirements
- relevant workplace documentation
- relevant workplace policies and procedures
- reset circuit
- system clock circuitry.

# Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in suitable workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in suitable simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, facilities, equipment and personal protective equipment (PPE) currently used in industry
- resources that reflect current industry practices in relation to fault finding microcontroller-based hardware
- applicable documentation, including workplace procedures, equipment specifications, regulations, codes of practice and operation manuals.


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# Links

Companion Volume implementation guides are found in VETNet - - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=b8a8f136-5421-4ce1-92e0-2b50341431b6


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# MSF Furnishing Training Package

## Modification History

| Release | Release date | Comment |
|---|---|---|
| Release 6.0 | | Furnishing Release 6.0, contains:<br>• Two (2) revised non-equivalent qualifications:<br>  • MSF40222 Certificate IV in Furniture Design and Manufacturing<br>  • MSF50322 Diploma of Furniture Design and Manufacturing<br>• One (1) revised equivalent qualifications:<br>  • MSF30422 Certificate III in Glass and Glazing<br>• Thirty seven 37 units of competency:<br>  • 35 upgraded units of competency<br>  • 2 new unit of competency<br>  • MSFFDM4019 Research and select manufacturing technologies<br>  • MSFGG2017 Fabricate and install insect and security screens<br>• Minor updates to first aid units in qualifications:<br>  • MSF20113 Certificate II in Furnishing<br>  • MSF20413 - Certificate II in Glass and Glazing<br>  • MSF30418 - Certificate III in Glass and Glazing<br>  • MSF50118 - Diploma of Stained Glass and Leadlighting (as in core) |
| Release 5.0 | | Furnishing Release 5.0, contains:<br>• One (1) revised non-equivalent qualification:<br>  • MSF30919 Certificate III in Blinds, Awnings, Security Screens and Grilles<br>• Five (5) new units of competency:<br>  • MSFBA3011 Assemble awnings<br>  • MSFBA3012 Assemble interior blinds<br>  • MSFBA3019 Assemble roller shutters<br>  • MSFBA3020 Install roller shutters |


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| | | |
|---|---|---|
| | | • MMSFFDT3001 Install low-voltage technology, automation, and intelligent management systems in furnishing<br>• Fourteen (14) revised and superseded units of competency:<br>• Five (5) revised equivalent units of competency:<br>• MSFBA2011 Select and apply hardware and fixings for blinds, awnings, screens and grilles<br>• MSFBA3014 Assemble pelmets<br>• MSFBA3017 Install interior blinds<br>• MSFGN3004 Resolve quality and compliance issues<br>• MSFSF2015 Cut single layer fabrics<br>• Nine (9) revised non-equivalent units of competency:<br>• MSFBA3015 Install louvre shutters<br>• MSFBA3016 Install awnings<br>• MSFBA3018 Assess suitability of blinds and awnings<br>• MSFBA3021 Assemble louvre shutters<br>• MSFGN2003 Organise Australian Standards testing of products, materials, and their design<br>• MSFGN3003 Advise customers on products and services<br>• MSFSF3014 Construct Roman-style blinds<br>• MSFSS3004 Install non-security and security screens and grilles<br>• MSFSS3005 Assemble non-security and security screens and grilles |
| Release 4.0 | 3 December 2018 | Furnishing Release 4.0, contains:<br>• 9 revised qualifications:<br>• MSF30418 Certificate III in Glass and Glazing<br>• MSF30818 Certificate III in Flooring Technology<br>• MSF40418 Certificate IV in Glass and Glazing<br>• MSF31018 Certificate III Interior |


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| | | Decoration Retail Services<br>• MSF40118 Certificate IV in Interior Decoration<br>• MSF40318 Certificate IV in Kitchen and Bathroom Design<br>• MSF50218 Diploma of Interior Design<br>• MSF60118 Advanced Diploma of Interior Design<br>• MSF30518 Certificate III in Picture Framing<br>• 176 units of competency:<br>• 168 revised units<br>• 8 new units. |
| Release 3.1 | 9 December, 2016 | **Industry Reference Committee upgrade**:<br>• MSF20313 Qualification Descriptor adjusted to reflect target group – no change to qualification.<br>• Missing content for MSFFDT5004 replaced on TGA – no change to endorsed unit.<br>• Replacement of superseded imported units in MSF20113, MSF20313, MSF30413 and MSF30913.<br>• Listing of imported units corrected in MSF50313.<br>Refer to MSF Furnishing Training Package Companion Volume Implementation Guide for further information. |
| Release 3 | 12 July, 2016 | **SF Release 3.0**<br>Addition of one new pathways qualification and 10 new pathways units of competency.<br><br>**Industry Reference Committee upgrades**<br>• Replacement of superseded imported units – all qualifications.<br>• Inclusion of 3 new furniture fitting Skill Sets<br>• Clarification/correction of packaging rules re WHS units of competency and additional information included in Application re licensing and workplace requirements: MSF20313, MSF30413, MSF30813, MSF30913, MSF31013, |


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| | | MSF31112, MSF31313, MSF50213 and MSF60113. |
| Release 2 | 4 March, 2016 | Endorsement of four (4) new units of competency:<br>• MSFFL3051 Install timber flooring to joists<br>• MSFSL3006 Assemble copper foil glass components<br>• MSFSL3007 Fuse glass<br>• MSFSL3008 Process coloured and textured glass by hand<br><br>**ISC upgrade:**<br>• MSF30413 -Three (3) new units included in Group D<br>• MSF30813 - One (1) new unit included in Group A, Timber electives<br>• 26 qualifications updated to reflect current release of 94 imported units.<br>For full details of changes refer to MSF Furnishing Training Package Implementation Guide. |
| Release 1.3 | 10 September 2015 | **ISC upgrade**<br>• MSF31113 - Packaging for pathways clarified and choice for Group A corrected. No changes to packaging rules.<br>• New Skill Set - MSFSS00004 Kitchen and Bathroom Installer License<br>• MSFGG3009 - minor additions to Range of Conditions and Performance Evidence<br>**Update of Australian Standards codes:**<br>• MSFGG2008 Glaze and re-glaze residential windows and doors<br>• MSFGG2009 Fabricate and assemble frames<br>• MSFGG3013 Set up and operate insulated glass unit (IGU) manufacturing equipment<br>• MSFGG3016 Fabricate and install residential windows and doors<br>• MSFGG3017 Fabricate and install commercial glazing<br>• MSFGG3018 Prepare and install architectural |


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| | | |
|---|---|---|
| | | engineered glazing<br>• MSFGG4001 Apply standards and codes of practice for the glass industry<br>• MSFGG4004 Perform laser measurement and levelling for glass windows and doors in buildings<br>For full details of changes refer to MSF Furnishing Training Package Implementation Guide. |
| Release 1.2 | 17 March 2014 | **ISC Upgrades**<br>• Data transfer corrections for:<br>  • MSFGN3002 - Assessment Requirements reinstated<br>  • MSFFF2005 - Performance Evidence reinstated<br>  • MSFID6009 - Prerequisite unit reinstated<br>• Data transfer corrections to unit mapping for:<br>  • MSFFT4009<br>  • MSFFM3013<br>• Correction to unit title for:<br>  • MSFGG3020<br>• Eight qualifications amended:<br>  • MSF20113 - two (2) unit titles corrected<br>  • MSF20313 - one (1) unit title corrected<br>  • MSF20413 - one (1) unit title corrected<br>  • MSF30413 - two (2) unit codes and two (2) unit titles corrected<br>  • MSF30813 - two (2) unit titles corrected<br>  • MSF31113 - one (1) unit title corrected<br>  • MSF40413 - one (1) unit title corrected and prerequisite unit reinstated in elective group<br>  • MSF60113 - one (1) unit title corrected<br>For full details of changes refer to mapping information in the MSF Furnishing Training Package Implementation Guide<br>http://www.mskills.com.au/training-packages/furnishing |
| Release 1.1 | 22 January 2014 | **ISC Upgrade** |


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| | | |
|---|---|---|
| | | • Data transfer corrections to unit mapping for:<br>  • MSFCP2003<br>  • MSFFL2023<br>  • MSFFL2025<br>Refer to units for details<br>• Two qualifications amended:<br>  • MSF30413 - two (2) unit titles corrected<br>  • MSF30813 - one (1) imported elective unit updated<br>• Two (2) new Skill Sets<br>• One (1) new imported unit for inclusion in a Skill Set - MSAPMOHS300A<br>• One (1) superseded imported unit replaced - CPCCCO3046A<br>For full details of changes refer to mapping information in the MSF Furnishing Training Package Implementation Guide<br>http://mskills.com.au/training-packages/furnishing |
| Release 1 | 10 December 2013 | Initial release |

# Credit Arrangements

At the time of endorsement of this Training Package no national credit arrangements exist.

# Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73


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# MSFSS00001 Piano Tuning Skill Set

## Modification History

Release 2 - description included. Equivalent

Release 1 - New Skill Set

## Description

This skill set has been developed to provide the necessary skills required to tune upright and grand pianos professionally.

## Pathways Information

Units from within this Skill Set can contribute to MSF31213 Certificate III in Piano Technology

## Licensing/Regulatory Information

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

## Skill Set Requirements

| | |
|---|---|
| MSFPT3008 | Apply piano tuning theory and basic acoustics |
| MSFPT3009 | Develop control of tuning hammers |
| MSFPT3010 | Pitch raise a piano |
| MSFPT3011 | Tune unisons aurally to a beatless condition |
| MSFPT3012 | Tune octaves aurally to appropriate stretch |
| MSFPT3013 | Tune a temperament octave to produce an equally tempered scale |
| MSFPT3014 | Tune a piano aurally and electronically within time and accuracy constraints |
| MSFPT3015 | Voice a piano |
| MSFPT3016 | Provide advice to customers on piano tuning and repair |


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# Target Group

This Skill Set is for people who tune upright and grand pianos professionally.

# Suggested words for Statement of Attainment

These units of competency from the MSF Furnishing Training Package meet the industry requirements for professional upright and grand piano tuning.

# Custom Content Section

Not applicable.


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# MSFSS00005 Fitted Furniture Installer

## Modification History

Release 1. New Skill Set.

## Description

This Skill Set has been developed by industry to upskill the free standing furniture and furnishing related workforce with the necessary skills to install fitted furniture and ensure the safety of clients and end users.

## Pathways Information

These competencies can provide credit towards relevant Certificate IV qualifications from the MSF Furnishing Training Package.

## Licensing/Regulatory Information

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

## Skill Set Requirements

MSFKB3002 Determine requirements for installation of cabinets/upholstered items

MSFKB3003 Check and measure fit of cabinets

MSFKB3004 Conduct on-site adjustments to cabinets and components

MSFKB3006 Install fitted cabinets and components

MSFFT4001 Coordinate on-site installation of furnishing products

## Target Group

Persons having documented relevant industry experience or completed any Certificate III from the MSF Training Package or other aligned industry training packages and are now required to upskill to ensure installation of fitted furniture meets WHS and Australian standards related to the manufacture and installation of fitted furniture.



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# Suggested words for Statement of Attainment

These competencies from the MSF Training Package meet the minimum industry requirements for the installation of fitted furniture within the furnishing industry.

# Custom Content Section

Not applicable.


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# MSFSS00009 Insulating Glass Unit Manufacturing

## Modification History

Release 1. Supersedes and is not equivalent to MSFSS00002 Insulating Glass Unit Manufacturing.

## Description

This Skill Set has been developed for the upskilling of existing glaziers in the requirements for the manufacturing of insulated glass units (IGU's) so as to conform to the new standards of a growing market.

## Pathways Information

This Skill Set can only be achieved after completion of MSF30413 Certificate III in Glass and Glazing, or equivalent qualification at a similar qualification level.

## Licensing/Regulatory Information

No licensing, legislative or certification requirements apply directly to this Skill Set at the time of publication. However, in some jurisdictions licensing or regulatory requirements may apply. Users are required to check local requirements.

## Skill Set Requirements

MSMWHS300 Facilitate the implementation of WHS for a work group

MSFGG3039 Manually move glass

MSFGG3042 Process glass by semi-automatic machines

MSFGG3030 Process glass by automatic machines

MSFGG3041 Set up and operate insulated glass unit (IGU) manufacturing equipment

MSS402051 Apply quality standards

## Target Group

People currently employed, or future employees, engaged in the manufacture of insulating glazing units (also known as double glazing units).



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## Suggested words for Statement of Attainment

These competencies from the MSF30413 Certificate III in Glass and Glazing meet the minimum industry requirements for the manufacture of insulating glazing units as defined in AS/NZS4666.

## Custom Content Section

Not applicable.


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# MSFSS00010 Insulating Glass Unit Fabricator/Installer

## Modification History

Release 1. Supersedes and is not equivalent to MSFSS00003 Insulating Glass Unit Fabricator/Installer.

## Description

This Skill Set has been developed for the upskilling of existing glaziers in the requirements for the fabrication and installation of insulated glass units (IGU's) so as to conform to the new standards of a growing market.

## Pathways Information

This Skill Set can only be achieved after completion of MSF30413 Certificate III in Glass and Glazing.

## Licensing/Regulatory Information

No licensing, legislative or certification requirements apply directly to this Skill Set at the time of publication. However, in some jurisdictions licensing or regulatory requirements may apply. Users are required to check local requirements.

## Skill Set Requirements

MSFGG2016 Assemble glazing products

MSFGG3028 Select, cut and process materials for glazing products

MSFGG3039 Manually move glass

MSFGG3034 Install residential windows and doors

MSFGG3036 Install commercial glazing products

MSS402051 Apply quality standards

## Target Group

People currently employed, or future employees, engaged in the fabrication and installation of insulating glazing units (commonly known as double glazing units).



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## Suggested words for Statement of Attainment

These competencies from the MSF30413 Certificate III in Glass and Glazing meet the minimum industry requirements for the fabrication and installation of insulating glazing units as defined in AS/NZS4666.

## Custom Content Section

Not applicable.


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# MSFSS00011 Kitchen and Bathroom Installer License

## Modification History

Release 1. Supersedes and equivalent to MSFSS00004 Kitchen and Bathroom Installer License.

## Description

This Skill Set has been developed for the upskilling of existing cabinet makers to conform with licensing requirements for the installation of kitchen and bathrooms cabinets.

## Pathways Information

These competencies can provide credit towards relevant certificate IV qualifications from the MSF Furnishing Training Package.

## Licensing/Regulatory Information

There are no licensing or regulatory requirements directly associated with the MSF units of competency in this Skill Set. However, this Skill Set meets the licensing requirements in some jurisdictions for the installation of kitchen and bathroom cabinets.

## Skill Set Requirements

| | |
|---|---|
| MSFFT4001 | Co-ordinate on-site installation of furnishing products |
| MSFFDM4009 | Match furnishing style and materials to customer requirements |
| MSFGN3002 | Estimate and cost job |
| MSFFM3011 | Measure and draw site layout for manufactured furniture products |
| MSFFM3005 | Fabricate custom furniture |
| MSFFM3006 | Install furnishing products |


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# Target Group

This Skill Set applies to persons having documented relevant industry experience or completed MSF31113 Certificate III in Cabinet making who are required to attain a license for the installation of kitchens and bathrooms and to ensure requirements are maintained and monitored to meet Australian standards and client needs.

# Suggested words for Statement of Attainment

These competencies from the MSF Training Package meet the minimum industry requirements for a license for the installation of kitchen and bathrooms within the furnishing industry.

# Custom Content Section

Not applicable.


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# MSFSS00012 Fitted Furniture Estimator

## Modification History

Release 1. Supersedes and is equivalent to MSFSS00006 Fitted Furniture Estimator.

## Description

This Skill Set has been developed by industry to develop estimating skills of people employed to prepare tenders and project manage major projects requiring knowledge of standards and compliance obligations. It has been designed to ensure the competiveness and viability of the lead organisation whilst enhancing the learners' ability to prepare successful tenders and quotes.

## Pathways Information

These competencies can provide credit towards relevant Certificate IV qualifications in from the MSF Furnishing Training Package.

## Licensing/Regulatory Information

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

## Skill Set Requirements

| | |
|---|---|
| BSBOPS304 | Deliver and monitor a service to customers |
| MSFFM3011 | Measure and draw site layout for manufactured furniture products |
| MSFFDM4002 | Collect and interpret information to support production processes |
| MSFFDM4011 | Prepare tender submissions |
| MSS402051 | Apply quality standards |


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# Target Group

Persons having documented relevant industry experience or completed any Certificate III from the MSF Training Package or other aligned industry training packages and are now required to upskill and to ensure appropriate costings of fitted furniture to ensure the viability of the business and increase competiveness by better preparation of tender documents.

# Suggested words for Statement of Attainment

These competencies from the MSF Training Package meet the minimum industry requirements for the estimating of fitted furniture within the furnishing industry.

# Custom Content Section

Not applicable.


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# MSFSS00013 Furnishing Industry Compliance

## Modification History

Release 1. Supersedes and is equivalent to MSFSS00008 Furnishing Industry Compliance.

## Description

This Skill Set has been developed by industry to develop and upskill workers with an understanding of Australian Standards and compliance requirements for the manufacture, distribution, and repair (after care) of fitted and free standing furnishing products.

## Pathways Information

These units provide credit towards relevant Certificate IV qualifications from the MSF Furnishing Training Package.

## Licensing/Regulatory Information

Not applicable.

## Skill Set Requirements

| | |
|---|---|
| MSFFDM4018 | Research and organise product inspection and testing |
| MSFGN4001 | Research and meet ethical and compliance requirements |
| MSFGN3004 | Resolve quality and compliance issues |
| MSS402051 | Apply quality standards |

## Target Group

This skill sets is for individuals who have completed any Certificate III from the MSF Furnishing Training Package or other aligned industry training packages or who have documented relevant industry experience, and are now required to upskill and to ensure compliance requirements are maintained and monitored to meet Australian standards and client needs.


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# Suggested words for Statement of Attainment

These competencies from the MSF Furnishing Training Package meet the minimum industry requirements for the ensuring compliance of fitted furniture to Australian and industry standards.

# Custom Content Section

Not applicable.


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