

Competency Standards for Caribbean Vocational Qualifications (CVQ)

CCLMF10208

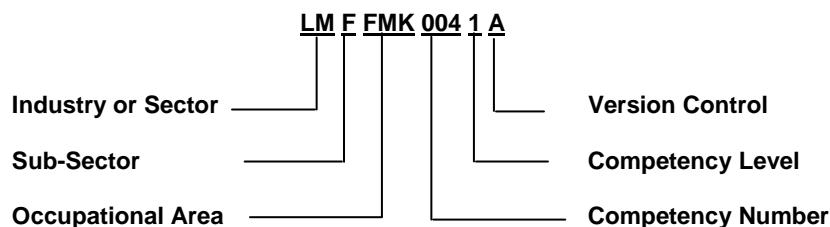
Level I in Furniture Finishing

Unit Number	Unit Title	Mandatory/ Elective	Hours
LMFCOR0011A	Follow safe working policies and practices	Mandatory	20
LMFCOR0021A	Communicate in the work place	Mandatory	20
LMFCOR0031A	Carry out measurements and calculations	Mandatory	30
LMFCOR0041A	Work effectively with others	Mandatory	20
LMFCOR0061A	Move and store materials and products	Mandatory	60
LMFCOR0071A	Read and interpret work documents	Mandatory	60
LMFFIN0391A	Finish a basic furniture finishing product	Mandatory	40
LMFFIN0401A	Use furniture finishing hand and power tools	Mandatory	30
LMFFIN0421A	Remove surface coatings	Mandatory	20
LMFFIN0431A	Prepare surface for finishing	Mandatory	20
LMFFIN0441A	Maintain spray equipment and booth	Mandatory	30
LMFFIN0451A	Apply surface coatings by spray gun	Mandatory	30
LMFFIN0461A	Apply stains, fillers and bleach	Mandatory	20
LMFFIN0471A	Apply surface coatings by hand	Mandatory	20
ITICOR0011A	Carry out data entry and retrieval procedures	Elective	40
LMFFMK0021A	Operate basic woodworking machines	Elective	20
LMFFMK0031A	Use furniture making hand and power tools	Elective	20
LMFFMK0041A	Assemble furnishing components	Elective	20
LMFFIN0411A	Dismantle/reassemble furniture	Elective	30
LMFFIN0511A	Apply soft rubber techniques	Elective	20
LMFFIN0551A	Apply traditional French polishing techniques	Elective	20
LMFFIN0482A	Match and make up colours	Elective	40
LMFFIN0502A	Apply plural component coatings	Elective	30
BSBSBM0012A	Craft personal entrepreneurial strategy	Elective	50
LMFFIN0522A	Enhance finishes	Elective	20
LMFFIN0532A	Repair and touch up surfaces	Elective	40

To obtain this qualification, all Mandatory competencies plus a minimum of any three level one and any two level two electives must be achieved.

Legend to Code

Example: LMFFMK0041A



Key: COR – Mandatory; FMK – Furniture Making; FIN – Furniture Finishing; PTF – Picture Framing; GGL – Glass & Glazing; SBM – Small Business Management; ITI – Information Technology (Information); BSB – Business Service (Business); LMF – Light Manufacturing (Furnishing)

LMFCOR0011A: Follow safe working policies and practices

Competency Descriptor:

This unit deals with the skills and knowledge required to satisfy safe work practices within the furnishing industry.

Competency Field:

Timber Furniture Manufacturing

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1.	Follow workplace procedures for hazard identification and risk control	1.1	Hazards in the work area are recognised and reported to designate personnel according to workplace procedures.
		1.2	Workplace procedures and work instructions for assessing and controlling risks are followed accurately.
		1.3	Personal protective measures are followed in accordance with workplace procedures.
		1.4	Safe manual handling methods are followed in accordance with authorised codes of practice and workplace procedures.
		1.5	Workplace procedure for dealing with accidents, fires and emergencies are followed whenever necessary.
2.	Maintain personal well-being for job	2.1	Standards of fitness and well-being are maintained in accordance with workplace medical requirements.
		2.2	Risks to personal well-being are identified and preventative strategies are adopted.
		2.3	Situations, which may endanger the individual or other workers are identified and corrected or reported.
		2.4	Organisation's policy on smoking, alcohol and drug use is identified, clarified and followed.
3.	Apply emergency response first aid	3.1	Emergency response first aid is administered in accordance with authorised procedures.
		3.2	Details of first aid administered are reported in accordance with enterprise and/or workplace procedures.

- | | | |
|---|-----|--|
| 4. Contribute to the workplace management of occupational health and safety | 4.1 | Workplace incident and injury statistics are understood. |
| | 4.2 | Incidents and injuries are reported to designated personnel in accordance with workplace procedures. |
| | 4.3 | Contribution to and participation in occupational health and safety management is made in accordance with workplace procedures and the scope of responsibilities and competencies. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Hazardous situations:

- risks associated with tools and equipment
- moving parts and guarding systems
- lighting
- electricity and water
- toxic and hazardous substances
- packaging material or containers
- inflammable materials and fire hazards
- lifting practices
- spillage
- waste and debris

Relevant workplace policies and procedures:

- risk management policies and procedures
- first aid procedures
- safe manual handling and lifting procedures
- emergency
- fire and accident procedures
- materials safety procedures
- personal safety procedures
- procedures for the use of personal protective equipment
- use of motor vehicles
- issue resolution procedures
- job procedures and work instructions

Relevant information:

- OH&S regulations and of practice, environmental legislation and practice relating to hazards in the workplace
- obligations under relevant safety and health legislation
- provisions relating to roles and responsibilities of health and safety representatives and/or Occupational Health and Safety committees
- provisions relating to Occupational Health and Safety issue resolution

Hazard identification and risk control:

- checking equipment or the work area before work commences and during work
- identifying hazards
- assessing risks
- treating (including avoiding) risks
- workplace inspections
- housekeeping

Participative arrangements:

- formal and informal meetings which include coverage of safety and health
- safety committees (by whatever titles)
- other committees, for example, consultative, planning and purchasing
- health and safety representatives
- suggestions, requests, reports and concerns put forward by employees to management (verbal or written)

Designated personnel may include:

- supervisors
- managers
- team leaders
- specified Occupational Health and Safety personnel
- other persons authorised or nominated by the enterprise or industry to perform, approve, inspect and direct specified work

Emergency procedure may include that related to:

- sudden illness
- accidents
- fire or workplace evacuation involving staff or customers

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

- Accurately follow workplace procedures relevant to assessing, reporting and dealing with risks in the workplace.
- Identify and respond to threats to personal well-being.
- Apply emergency response first aid.
- Operate workplace fire fighting equipment
- Accurately report incidents (including near-misses, and accidents)

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- obligations of all workplace parties under legislation, regulations and codes of practice
- the implications of workplace safety on efficiency, morale and customer relations
- basic risk management and control processes
- Occupational Health and Safety regulations/requirements, equipment, material and personal safety requirements.
- the purpose and use of safety Standards
- safe manual handling theory and practice
- the selection and applications of workplace fire fighting equipment
- material safety management systems, dangerous goods and hazardous chemicals handling processes
- workplace reporting procedures

Skills

The ability to:

- collect, organise and analyse information related to workplace health and safety systems and procedures and the application of these to work situations
- use first aid skills to the emergency response level
- communicate ideas and information on workplace safety issues including the recording and reporting of incidents/accidents, and the framing of suggestions for improvements
- plan and organise activities including the inspection of their workplace, the safe layout of their work materials and the planning of their own safe work sequences
- work with others and in a team to the level which recognises dependencies and uses co-operative approaches to achieve workplace safety
- use mathematical ideas and techniques to correctly complete measurements and calculations associated with risk analysis, safety distances and work planning
- use problem solving skills to conduct basic risk analysis and control activities aimed at self-protection and system improvements
- use the workplace technology related to the reporting, recording and responding to safety threats and emergencies

(4) Resource Implications

- relevant environmental and health and safety legislation, regulations and codes of practice
- organisation's health and safety policies and procedures
- personal protective equipment
- relevant work areas for identification of hazards and control measures

(5) Method of Assessment

To ensure that the contingency management component (ability to deal with irregularities and breakdowns) of competency is adequately assessed, evidence needs to be gathered across a range of workplace operations and circumstances that the individual would be expected to deal with in the workplace. This could be either in an actual workplace or in a simulation of realistic workplace conditions.

When assessing entry-level workers, assessment techniques that allow collection of evidence from relevant workplace experience should be used.

Techniques for assessment could include:

- observation
- simulation
- case studies
- interviews
- written tests
- workplace projects

(6) Context of Assessment

This unit should be assessed by a combination of workplace and realistic workplace simulations and off-the-job assessment. The context of assessment should ensure that evidence relating to the contingency management components (ability to deal with irregularities and breakdowns) of the competency can be collected.

Evidence must include observation in the workplace as well as off-the-job techniques such as interviews and simulations.

Conditions for simulations should:

- accurately simulate the range of activities and circumstances that the individual would be expected to deal with in the workplace
- allow for discussion
- ensure that the relevant documents and resources are available
- in particular, evidence of ability to follow emergency procedures and contribute to participative arrangements may be gathered through simulations
- the assessor should have recognised expertise in managing Occupational Health and Safety in the industry or work in an assessment team with such a person

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFCOR0021A: Communicate in the work place

Competency Descriptor:

This unit deals the skills and knowledge required to communicate in a furnishing industry workplace. It covers the activities of gathering, conveying and receiving information together with completing routine written correspondence.

Competency Field:

Timber Furniture Manufacturing

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1.	Gather, convey and receive information and ideas	1.1	Information to achieve work responsibilities is collected from appropriate sources.
		1.2	The methods/equipment used to communicate ideas and information is appropriate to the audience.
		1.3	Effective listening and speaking skills are used in oral communication.
		1.4	Input from internal and external sources is sought, and used to develop and refine new ideas and approaches.
		1.5	Instructions or enquiries are responded to promptly and in accordance with organisational requirements.
2.	Draft routine correspondence	2.1	Written information and ideas are presented in clear and concise language and recipient understands the intended meaning of correspondence.
		2.2	Correspondence is drafted and presented within designated timelines.
		2.3	Presentation of written information meets organisational standards of style, format and accuracy.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

The furnishing industry will require communication to be carried out in workplaces involved in the manufacture, repair or maintenance of:

- domestic furniture
- commercial furniture
- furniture components

Communication may therefore be under testing noise and respiratory safety conditions

Communication equipment may include but is not limited to:

- network systems
- telephones
- keyboard equipment including mouse, touch-pad, keyboard
- pens
- pencils
- information technology components including hardware, software and communication packages
- facsimile machines

Written information may include but is not limited to:

- handwritten and printed materials
- e-mail
- internal memos
- briefing notes
- facsimiles
- general correspondence
- telephone messages

Correspondence may include but is not limited to:

- memoranda
- messages
- proformas
- e-mails
- standard/form letters

Oral communication may include but is not limited to:

- answering telephone calls
- requests from colleagues
- use of voice mail
- informal discussions
- answering enquiries from clients

Organisational requirements may be included in:

- quality assurance and/or procedures manual
- goals, objectives, plans, systems and processes
- business and performance plans
- legal and organisation policy/guidelines and requirements
- access and equity principles and practice
- ethical standards
- OH&S policies, procedures and programmes
- quality and continuous improvement processes and standards
- defined resource parameters

Standards may include:

- standards set by work group
- organisational policies and procedures
- specified work standards
- legislation

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations.

(1) Critical Aspects of Evidence

- communication methods used are appropriate to the audience
- communications are in the language of the industry/sector
- messages and written communication are clear, concise and correct
- requests for information are responded to promptly
- information is given to clients in a clear and concise format
- correspondence produced is relevant to request

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- the relevant requirements from all agencies of government that affect furnishing operations, especially in regard to OH&S and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the industry/sector terminology and language
- the organisation's policies, plans and procedures, especially style guide
- attention to standard turnaround times
- spelling, grammar and punctuation
- principles of effective communication in relation to listening, questioning and non-verbal communication

Skills

The ability to:

- use literacy skills to identify work requirements and understand and process basic, relevant workplace documentation
- use communication skills to request advice, receive feedback and work with a team
- use planning skills to organise work priorities and arrangements
- apply problem solving skills to solve routine problems
- use technology skills including the ability to select and use technology appropriate to a task
- use reading skills sufficient to understand basic workplace documentation
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

- access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

Competence should be assessed through direct questions related to underpinning knowledge and skills.

Competency in this unit may be determined concurrently, based upon project work.

Competency shall be assessed while work is being done under general guidance, checking at various stages of the process and at the completion of the activity, against the performance criteria and specifications.

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the key competencies

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFCOR0031A: Carry out measurements and calculations

Competency Descriptor:

This unit deals with the skills and knowledge required to accurately complete measurements and calculations of materials relevant to the work requirements.

Competency Field:

Timber Furniture Manufacturing

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
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 Quality assurance requirements, standards and tolerances associated with the company's operations are recognised and adhered to.
2. Perform simple calculations	2.1 The purpose of performing the calculations is clarified and confirmed. 2.2 The method or formula for achieving the required result is selected. 2.3 Simple calculations involving length, perimeter, mass and volume are carried out. 2.4 The results are confirmed and recorded.
3. Estimate approximate quantities	3.1 The types and standard unit packaging of materials are identified from workplace documentation. 3.2 The dimensions of the job are obtained from workplace documentation/plans. 3.3 Quantities of materials suitable for the work to be undertaken are calculated, confirmed and recorded. 3.4 Material costs for simple jobs are estimated to within % specified.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with statutory obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements.

The following variables may be present for this particular unit.

This unit applies to simple measurements and calculations applicable to:

- furniture manufacture
- manufacture and installation of cabinets
- processing and installation of glass
- construction and fitting of soft furnishings
- upholstery
- picture framing
- installation of floor coverings
- manufacture of musical instruments

Calculations to include:

- area
- perimeter
- volume
- mass
- scales
- ratios (ingredients/elements and triangulation)
- the application of addition, subtraction, multiplication and division processes

Measurements are:

- to be in metric scale
- cover all dimensions of furnishing
- involve the use of rulers, tape measures, and squares
- may involve laser or equivalent technology

OH&S requirements may include:

- relevant statutory requirements
- material safety management systems
- hazardous substances and dangerous goods codes safe operating procedures

Materials include:

- all materials utilised in the production of furniture and furnishings applicable to the sector

Calculations are to be performed both:

- manually
- with the aid of a calculator

Information and procedures:

- 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
- manufacturers' specifications and operational procedures

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

- identify the factors relevant to the measurements and calculations
- communicate effectively to enable accurate calculations and measurements
- accurately measure and record particulars for routinely required sector sites and materials
- accurately perform calculations related to routine sector requirements
- estimate quantities and basic costs of job materials

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- basic analysis of drawings, specifications and job detail
- materials relevant to the furnishing industry
- basic operations in simple geometry and measurement
- the theory and practice of calculations (addition, subtraction, multiplication, division)
- costing processes relative to the sector activities

Skills

The ability to:

- collect, organise and understand information related to work orders, plans and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems
- plan and organise activities to avoid any back tracking or work flow interruptions
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow
- use mathematical ideas and techniques to correctly complete measurements, calculate area, perimeter, volume, mass, scales and ratios and estimate material requirements
- use pre-checking techniques to anticipate calculation and measurement problems and avoid reworking
- use workplace technology related to calculation and measurement including tools, equipment, calculators and measuring devices

(4) Resource Implications

- information on the subjects for measurement and calculation, suitable work area appropriate to the activity, suitable site plans/drawings and/or specifications, and measuring and calculating devices.

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment should be conducted over time and may be in conjunction with assessment of other units of competency

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant process equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFCOR0041A: Work effectively with others

Competency Descriptor:

This unit deals with the skills and knowledge required to work in a group environment requiring group commitment and co-operation and support of other group members.

Competency Field:

Timber Furniture Manufacturing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Develop effective workplace relationships	1.1	Responsibilities and duties are undertaken in a positive manner to promote cooperation and good relationships.
		1.2	Assistance is sought from workgroup members when difficulties arise and these are addressed through discussions.
		1.3	Constructive feedback provided by others in the workgroup is encouraged, acknowledged and acted upon.
		1.4	Differences in personal values and beliefs are respected and their value acknowledged in the development of relationships.
2.	Contribute to workgroup activities	2.1	Support is provided to team members to ensure workgroup goals are met.
		2.2	Constructive contributions to workgroup goals and tasks are made according to organisational requirements.
		2.3	Information relevant to work is shared with workgroup to ensure designated goals are met.
		2.4	Strategies/opportunities for improvement of the workgroup are identified and planned in liaison with workgroup.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Effective work practices will be required in workplaces involved in the manufacture, repair or maintenance of domestic furniture, commercial furniture and/or furniture components.

The following variables may be present for this particular unit:

Organisational requirements may be included in:

- goals, objectives, plans, systems and processes
- legal and organisation policy/guidelines and requirements
- OH&S policies, procedures and programs
- business and performance plans
- anti-discrimination and related policy
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

Workgroup members may include but are not limited to:

- coach/mentor
- supervisor or manager
- peers/work colleagues/team/enterprise
- other members of the organisation

Feedback on performance may include:

- formal/informal performance appraisals
- obtaining feedback from supervisors and colleagues
- obtaining feedback from clients
- personal, reflective behaviour strategies
- routine organisational methods for monitoring service delivery

Strategies/opportunities for improvement may include:

- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- work experience/exchange/opportunities
- personal study
- career planning/development
- performance appraisals
- workplace skills assessment
- recognition of Prior Learning/initial assessment

Responsibilities and duties may include:

- job description and employment arrangements
- organisation's policy relevant to work role
- team structures
- supervision and accountability requirements including OH&S
- skills, training and competencies
- code of conduct

Providing support to team members may include:

- explaining/clarifying
- helping colleagues
- problem solving
- providing encouragement
- providing feedback to another team member
- undertaking extra tasks if necessary

Information to be shared may include:

- assisting a colleague
- clarifying the organisation's preferred task completion methods
- open communication channels
- encouraging colleagues
- acknowledging satisfactory performance
- workplace hazards, risks and controls
- acknowledging unsatisfactory performance

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations.

(1) Critical Aspects of Evidence

- applies key aspects of the industry and sector context, practices and language to their role
- is proactive and positive within the group
- provides support to team members to ensure goals are met
- seeks and acts on feedback from clients and colleagues
- accesses learning opportunities to extend own personal work competencies to enhance team goals and outcomes

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- LMFCOR0021A: Communicate in the work place

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- the industry and sector context including history, evolution, language, current structure, economic importance and probable future trends
- the relevant legislation from all levels of government that affect business operation, especially in regard to OH&S and environmental issues, equal opportunity, industrial relations and anti-discrimination
- why co-operation and good relationships are important
- the organisation's policies, plans and procedures
- how to elicit and interpret feedback
- techniques to develop personal plans and establish priorities
- how to identify and prioritise personal development opportunities and options
- workgroup members' responsibilities and duties
- importance of demonstrating respect and empathy in dealings with colleagues

Skills

The ability to:

- use literacy skills to identify work requirements and understand and process basic, relevant workplace documentation
- use communication skills to request advice, receive feedback and work with a team
- apply planning skills to organise work priorities and arrangements
- use technology skills including the ability to select and use technology appropriate to a task.
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

- the learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment should be conducted over time and may be in conjunction with assessment of other units of competency.

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the key competencies

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFCOR0061A: Move and store materials and products

Competency Descriptor:

This unit deals with the skills and knowledge required to move, store and record raw materials for furnishings and for the finished products.

Competency Field:

Common Competency

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify products to be stored and stock records/inventory systems	1.1 Materials and products to be stored are correctly identified. 1.2 Potential uses, frequency of use of the materials or frequency of dispatch to other work sections or customers are identified. 1.3 Size, shape and special storage requirements are determined. 1.4 Requirements for safe storage are identified and forwarded to appropriate personnel. 1.5 Stock/inventory systems records are maintained. 1.6 Relevant product information, including instructions, care labels and product identification information, are located. 1.7 When required reorder documentation is forwarded to appropriate personnel.
2. Establish storage areas	2.1 Storage areas selected meet requirements for storing product type and quantity. 2.2 Appropriate workplace clearances for use of storage areas are obtained. 2.3 Storage areas are cleared of waste and contaminants and any required safety equipment is installed. 2.4 Storage areas are planned to safely and effectively store goods based on frequency of use, safe height, weight and size. 2.5 Other considerations such as: other stored items, handling, rearranging crushing, scratching or contamination are taken in arranging storage areas.

- 2.6 Access and working space for safe use by appropriate manual handling equipment, forklifts or safe lifting by personnel is ensured.
- 3. Move materials and products
 - 3.1 Movement activities are completed as an individual or working directly with others as required by the work tasks.
 - 3.2 Roles and related responsibilities for the successful completion of the safe lifting activity are identified and applied.
 - 3.3 Materials handling equipment appropriate to the task is selected and used in accordance with job requirements
 - 3.4 Materials or products safely lifted, moved and set down in accordance with approved work procedure.
 - 3.5 Feedback from others is constructively accepted and acted on to continuously improve team and work performance.
- 4. Store materials and products
 - 4.1 Condition of materials or products is observed on arrival and appropriate action taken if any product is below specification.
 - 4.2 Workplace health and safety requirements, including personal protection needs, are observed throughout.
 - 4.3 Materials and products are stored observing any requirements for separation of particular types of hazardous or incompatible materials or products.
 - 4.4 Materials are stacked appropriately for weight loading, size and crushability of goods or products.
 - 4.5 Products are located to enable access to frequently required items.
 - 4.6 Work is undertaken in accordance with workplace procedures.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements.

The following variables may be present for this particular unit:

Materials:

- materials may include perishable and non-perishable inventory required to support production operations

Products may include:

- furniture
- furnishing items
- components and other outcomes (outputs of the local production processes)

Tools and equipment may include but are not limited to:

- pre-fabricated and fixed shelving
- open and enclosed pallets
- shipping containers
- non-motorised lifting and movement aids

Information and procedures:

- 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
- manufacturers' specifications and operational procedures

Materials handling equipment:

- materials handling equipment covered by this unit is restricted to non-regulated machines and appliances

OH&S requirements include:

- relevant statutory requirements
- material safety management systems
- hazardous substances and dangerous goods
- safe operating procedures

Personal protective equipment to include:

- coverall
- safety boots
- gloves
- dust mask
- safety helmet

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

- locate, interpret and apply information relevant to the requirements of the goods to be moved or stored
- apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- plan layout of storage areas
- interpret regulations and workplace order requirements
- 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:
 - raw materials
 - production outputs
- use a range of non-regulated materials handling devices
- work effectively with others
- modify activities to cater for variations in workplace contexts and environment

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- workflow in relation to use of goods and materials in store
- potential hazards including fire and explosion risk, security issues and operator safety around products to be stored
- appropriate controls and safety equipment to manage risk
- requirements for minimising damage to and maintaining contaminant-free unfinished materials goods and completed products
- requirements of working with others in a team

Skills

The ability to:

- collect, organise and understand information related to the movement and storage of materials and products, work orders, plans and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems
- plan and organise activities including the preparation and layout of the storage site to avoid any back tracking or work flow interruptions
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity
- use mathematical ideas and techniques to correctly complete measurements, calculate area, estimate storage requirements and material requirements
- use checking and inspection techniques to anticipate movement and storage problems, avoid reworking and avoid wastage
- use the limited workplace technology related to movement and storage including inventory systems, tools, equipment and measuring and recording devices

(4) Resource Implications

- storage area, manual materials handling equipment, products/materials for storage

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment should be conducted over time and may be in conjunction with assessment of other units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant process equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skill.

LMFCOR0071A: Read and interpret work documents

Competency Descriptor:

This unit deals with the skills and knowledge required to interpret work documents including cutting lists, standards, drawings and specifications to produce or repair furnishings and to install furnishing items.

Competency Field:

Timber Furniture Manufacturing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify document type and purpose	1.1	Key information is identified, such as title, version, scale, legend and keys.
		1.2	Any relevant explanatory or additional information needed to interpret the document is located.
		1.3	Clarification is sought to confirm the intention of information.
2.	Read and interpret the document	2.1	Information such as symbols, abbreviations, acronyms and technical terms are identified and interpreted in terms of: <ul style="list-style-type: none"> • the work to be completed • any statutory requirements • the equipment and tools to be used • the items to be produced or repaired
		2.2	Document information is compared to component or supplier recommendations for use of the materials and, where appropriate, relevant statutory requirements.
		2.3	Design and style features shown in drawings are identified by industry recognised terms.
3.	Plan own work sequence	3.1	Work sequence, required tools and equipment and tasks to be performed are identified from the documents.
		3.2	Work sequence is planned, identifying stages where checks against specifications must be made.
		3.3	Specifications noted in the work plan are checked for accuracy against the drawings and specifications, and any errors are rectified.

- | | | | |
|----|-------------------------|-----|--|
| 4. | Maintain document files | 4.1 | Plans and documents are handled carefully and maintained intact. |
| | | 4.2 | Any explanatory documentation, additional information and/or modification information is kept with the work plan and original documentation according to workplace procedures. |
| | | 4.3 | All documentation replaced in workplace filing or storage system for retrieval by others as required. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school shops and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is to be carried out in accordance with statutory obligations, environmental legislation, relevant health regulations, and organisation insurance requirements.

Work requires individuals to demonstrate some discretion, judgement and problem solving skills in the reading of work documents and the preparation of work plans.

The following variables may be present for this particular unit.

Competency may be determined in workplaces involved in the manufacture and or installation of:

- domestic furniture
- commercial furniture
- kitchen and bathroom cabinets
- furniture components, picture frames
- soft furnishings
- floor covering and finishing
- glass and glazing

OH&S requirements include:

- relevant statutory requirements
- material safety management systems
- hazardous substances and dangerous goods
- safe operating procedures

Work documents to be considered are to include but may not be limited to:

- standards
- drawings
- cutting lists
- job specifications and architects'/builders' plans or equivalent, and
- manufacturers' specifications and/or operating instructions
- Work documents are to include hard copy and may include computerised versions

Information and procedures:

- workplace plans, drawings and specifications applicable to all sectors of the industry
- relevant statutory requirements applicable to the industry sectors
- workplace procedures relating to the preparation of own work plans and the maintenance of work documentation
- suppliers' and manufacturer's technical data and information
- workplace procedures relating to reporting and communication

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

- recognise and explain the meanings of symbols, technical terms and conventions of specifications and plans
- check accuracy of copied specifications
- maintain condition of documentation
- locate, read and interpret a minimum of 10 selected/specified work documents which must include:
 - statutory requirements relevant to the sector
 - manufacturers' technical instructions and specifications
- real or simulated local work documents including:
 - work plans
 - material safety data sheets
 - relevant building codes, where appropriate
 - job procedures
 - safe work instructions or equivalent
 - work effectively with others
- modify activities to cater for variations in workplace context and environment

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- different types of work documents used in the furnishing industry, and their function
- conventions and symbols of plans, drawings and specifications
- workplace procedures for maintenance of documentation

Skills

The ability to:

- collect, organise and understand information related to the range of work documents relevant to the sector
- communicate ideas and information to enable confirmation of work requirements and specifications
- plan and organise activities to avoid any back tracking, work flow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise information management
- use mathematical ideas and techniques to correctly interpret the content of work documents
- identify alternative methods of accessing and sources of work information
- use workplace technology related to work documentation, its access and storage

(4) Resource Implications

- access to a range of drawings, standards, plans, specifications and cutting lists relevant to the work

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment should be conducted over time and generally be in conjunction with assessment of other units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 3	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFFIN0391A: Finish a basic furniture finishing product

Competency Descriptor:

This unit deals with the skills and knowledge required to carry out planning, preparation and completion of a basic furniture finishing project involving the coating of surfaces by either hand or spray application.

Competency Field:

Timber Furniture Manufacture

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Plan and prepare for work	1.1	Work requirements are correctly identified from drawings/ specifications/instructions.
		1.2	Quality assurance requirements are recognised and adhered to in accordance with enterprise operation.
		1.3	Occupational Health & Safety (OH&S) 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 and materials for finishing process	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 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.
		2.5	Wood filler applied to surface if necessary or specified.
3.	Colour is applied to timber surface	3.1	Stain is applied to timber surfaces in accordance with manufacturers' specifications and workplace procedures and standards.
		3.2	Stained surface is sealed with sanding sealer using mop brush, swooge, or spray gun.

- | | | | |
|----|--|--|---|
| | 3.3 | Sealed surface is lightly sanded to make smooth. | |
| | 3.4 | Second coat of sanding sealer is applied in accordance with manufacturers' specifications /workplace procedures and standards. | |
| | 3.5 | Sealed surface is lightly sanded to make smooth. | |
| 4. | Finishing material is applied to surface | 4.1 | Finishing material is applied in accordance with manufacturers' 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. |
| | | 4.3 | Where required surface is burnished with fine steel wool and lubricating oil to achieve even sheen. |
| 5. | Clean up | 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. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school shop and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with statutory obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements.

Work requires individual to demonstrate some discretion, judgement and problem solving skills in the accurate application of polish.

The following variables may be present for this particular unit

OH&S requirements may include:

- relevant legislation
- material safety management systems
- hazardous and dangerous goods codes, and
- safe operating procedures

A basic project may include:

- the coating of tables (occasional, coffee)
- chairs or stools and other furnishing items

Stains may include but are not limited to:

- water stain
- pigment oil stain
- lacquer-based wiping stain

Finishing materials may include but are not limited to:

- oil varnish
- marine varnish
- lacquer
- sanding sealer

Surface faults may include:

- machine marks
- bruising
- pencil marks
- grease
- cross-sanding marks
- scratches
- glue marks
- dirt marks
- insect and termite holes
- holes
- knots
- blisters

Personal protective equipment to include:

- coverall
- safety boots
- gloves
- dust mask
- safety helmet
- respirator

Wood grain filler may include but is not limited to:

- oil-based filler
- polyurethane (plastic) filler
- water-based filler

Lubricating oil may include but is not limited to:

- linseed oil
- paraffin oil
- 'teak' oil

Tools and equipment may include:

- filler blades
- brushes
- spray equipment
- sandpapers
- bodying up and spiriting out rubbers
- mop brush
- swooge
- scrapers

Information and procedures:

- manufacturers' specifications and operational procedures
- work instructions, including job sheets, plans, drawings and designs
- workplace procedures relating to reporting and communication

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

Locate, interpret and apply information relevant to polishing.

Follow work instructions, operating procedures and inspection practices to:

- minimise the risk of injury to self and others
- prevent damage to goods, equipment or products
- maintain required product quality

Complete an approved project to apply coatings to surfaces within the criteria listed in the Range Statement.

Work effectively with others.

Modify activities to cater for variations in workplace contexts.

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is

- LMFFIN0391A: Use furniture finishing hand and power tools

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- 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

Skills

The ability to:

- collect, organise and understand information related to materials, work orders, plans and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications, co-ordination of work and the reporting of work outcomes and problems
- plan and organise activities, including the preparation and the obtaining of equipment and materials to avoid any back tracking, workflow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches
- use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- use pre-checking and inspection techniques to anticipate coating problems, avoid reworking and avoid wastage
- use limited workplace technology related to coating

(4) Resource Implications

- safe work area, coating materials, timber components/furnishings requiring finishing and cleaning materials

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment should be conducted over time and may be in conjunction with assessment of other units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant process equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFFIN0401A: Use furniture finishing hand and power tools

Competency Descriptor:

This unit deals with the skills and knowledge required to use hand and power tools, and basic static machines, in applications relating to the furniture-finishing sector of the furnishing industry.

Competency Field:

Timber Furniture Manufacture

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
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	Occupational Health & Safety (OH&S) requirements, including personal protection needs, are observed throughout the work.
		1.3	Sources of power supply recognised.
2.	Select 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 hand tool application where applicable.
3.	Use hand tools	3.1	Material is located and held in position for hand tool application.
		3.2	Hand tools are safely and effectively used according to their intended use.
		3.3	Hand tools are safely located when not in immediate use.
4.	Select power tools/basic static machines	4.1	Power tools/basic static machines are selected consistent with needs of the job in accordance with conventional work practice.
		4.2	Power tools/basic static machines are visually checked for serviceability/safety in accordance with OH&S requirements and any faults reported to supervisor.
		4.3	Equipment is selected to hold or support materials for application as applicable.

- | | | | |
|----|---------------------------------------|-----|--|
| 5. | Use power tools/basic static machines | 5.1 | Material is located and held in position for power tool and/or machining applications as applicable. |
| | | 5.2 | Power tools/basic static machines are safely and effectively used in application processes. |
| | | 5.3 | Power tools are safely located when not in use. |
| 6. | Clean up work area and tools | 6.1 | All tools are cleaned, maintained and stored. |
| | | 6.2 | Equipment is cleaned, maintained and stored. |
| | | 6.3 | Work area is cleared and waste removed. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school shop and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with statutory 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.

The following variables may be present for this particular unit.

Hand tools for furniture finishing are to include:

- cabinet scraper
- chisel
- hammer
- nail punch
- sanding block
- putty knife
- paint scraper
- paint brush
- stir stick
- mop brush
- swooge
- pencil brush
- file
- oil stone

Hand tools for furniture finisher may also include:

- polish rubbers
- clamps
- screwdrivers
- rubber mallet
- spoke shave
- pliers
- pincers
- spanners

Power tools for furniture finishing are to include:

- sanders
- steam iron
- spray gun
- compressor
- buffer

Fixed/static machinery for furniture polishing are to include:

- belt/stroke sander
- compressor

Information and procedures:

- workplace procedures relating to the use of tools and equipment
- work instructions, including job sheets, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturers' specifications and operational procedures

Fault reporting:

- reporting of faults in the operation of hand and power tools/basic static machines may be verbal or written

OH&S requirements may include:

- relevant legislation
- material safety management systems
- hazardous and dangerous goods codes, and
- safe operating procedures

Personal protective equipment to include:

- coverall
- safety boots
- gloves
- dust mask
- safety helmet
- respirator

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement .

(1) Critical Aspects of Evidence

Locate and apply relevant information related to sector hand and power tools/basic static machines.

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 hand, power tools and basic static machines as listed in the Range Statement.

Work effectively with others.

Modify activities to cater for variations in workplace contexts and environment

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and Skills**Knowledge**

Knowledge of:

- 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
- OH&S requirements and legislation workflow within the workplace

Skills

The ability to:

- collect, organise and understand information related to hand and power tools/basic static machines, work orders, maintenance systems and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications, co-ordination of work with shop supervisor, other workers and customers, and the reporting of work outcomes and problems
- plan and organise activities, including the preparation and layout of the worksite to avoid any back tracking, workflow interruptions or wastage
- use mathematical ideas and techniques to correctly complete measurements and estimate material requirements
- use pre-checking and inspection techniques to anticipate problems, avoid reworking and avoid wastage
- use workplace technology related to the operation and maintenance of hand and power tools/basic static machines

(4) Resource Implications

- furniture polishing sector hand and power tools/basic static machines and materials used in the finishing of furniture

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment should be conducted over time and should be in conjunction with assessment of other units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant process equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFFIN0421A: Remove surface coatings

Competency Descriptor:

This unit deals with the skills and knowledge required to safely remove surface coatings by hand or chemical means in preparation for the application of new surface coatings.

Competency Field:

Timber Furniture Manufacture

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare for surface coating removal	1.1	Materials safety data sheets and/or product application and safety information are read and used to inform work practices.
		1.2	Occupational Health & Safety (OH&S) 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 remove the coating.
		1.4	Tools, equipment and materials suitable for the removal tasks are selected and checked for safe operation/application.
		1.5	Accessories and consumables are identified for the removal tasks.
2.	Remove surface coatings	2.1	Sequence of work is identified, maximising potential of any chemical for the removal operation.
		2.2	Equipment, chemicals and abrasives are used within manufacturers' 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. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school shop and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with statutory 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 in the removal of surface coatings.

The following variables may be present for this particular unit.

Coated surfaces may include but are not limited to:

- solid timber
- manufactured board
- metal

OH&S requirements may include:

- relevant legislation
- material safety management systems
- hazardous and dangerous goods codes, and
- safe operating procedures

Tools and equipment may include, but are not limited to:

- | | |
|--|---|
| <ul style="list-style-type: none"> • liquid containers • brushes • scrapers • scrubbing brush • steel wool • sanding blocks • heat guns • high pressure water cleaners | <ul style="list-style-type: none"> • dipping tanks • stainless steel stripping bench • steam iron • plane • chisels • power sanders • air compressor and hoses |
|--|---|

Materials to be used may include but are not limited to:

- caustic soda
- thinners
- turpentine
- mentholated spirits
- gel stripper
- hot water
- abrasive paper
- mentholated

Personal protective equipment to include:

- coverall
- safety boots
- gloves
- dust mask
- safety helmet
- respirator

Information and procedures:

- workplace procedures relating to the use of tools and equipment
- work instructions, including job sheets, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturers' specifications and operational procedures

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of 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

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 different removal techniques and materials.

Work effectively with others.

Modify activities to cater for variations in workplace contexts.

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- LMFFIN0401A: Use furniture finishing hand and power tools

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workflow in relation to the removal of surface coatings
- the types, properties and characteristics of coatings
- coating removal techniques, materials, applications and limitations material safety management systems

Skills

The ability to:

- collect, organise and understand information related to hardware identification and selection, work orders, plans and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications, co-ordination of work with shop supervisor, other workers and customers, and the reporting of work outcomes and problems
- plan and organise activities, including the preparation and layout of the worksite and the obtaining of equipment and materials to avoid any back tracking, workflow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- use pre-checking and inspection techniques to anticipate removal problems, avoid reworking and avoid wastage
- use the limited workplace technology related to the selection and application, including hardware options, tools, equipment and measuring devices

(4) Resource Implications

- range of surfaces to be removed, removal methods, tools, equipment and consumables

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment should be conducted over time and may be in conjunction with assessment of other units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant process equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFFIN0431A: Prepare surface for finishing

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare surfaces for the application of surface coatings by hand or machine operations.

Competency Field:

Timber Furniture Manufacture

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1.	Prepare for surface preparation	1.1	Characteristics of the surface and the required surface coating materials are identified.
		1.2	Occupational Health & Safety (OH&S) requirements, including personal protection needs, are observed throughout the work.
		1.3	Tools and equipment required, related engineering controls 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.
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. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school shop and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with statutory 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 in the preparation of surfaces.

The following variables may be present for this particular unit.

Surfaces to be prepared may include but are not limited to:

- solid timber
- manufactured board
- metal

OH&S requirements may include:

- relevant legislation
- material safety management systems
- hazardous and dangerous goods codes, and
- safe operating procedures

Tools and equipment are to include:

- measuring tapes and rulers
- squares
- hammer
- nail punch
- liquid containers
- brushes
- cabinet scrapers
- fixed belt/stroke sander
- oil stone
- steel wool/scourers
- sanding blocks
- steam iron
- chisels
- power sanders
- air compressor and hoses
- file

Tools and equipment may also include:

- plane
- spanners
- screwdrivers
- clamps
- drill
- mallet
- vice
- saw

Materials to be used may include but are not limited to:

- abrasive papers
- oxalic acid
- thinners
- turpentine
- menthylated spirits
- putties
- hot water
- glues

Information and procedures:

- workplace procedures relating to the use of tools and equipment
- work instructions, including job sheets, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturers' specifications and operational procedures

Personal protective equipment to include:

- overall
- safety boots
- gloves
- dust mask
- safety helmet

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of 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

Prepare surfaces on a minimum of four occasions, including:

- horizontal surface
- vertical surface
- internal surface
- curved surface (moulding)
- Surfaces are to include:
 - solid hardwood
 - solid softwood
 - veneered board

Work effectively with others.

Modify activities to cater for variations in workplace context and environment.

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- LMFFIN0401A: Use furniture finishing hand and power tools

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- the types, properties and characteristics of coatings
- surface preparation techniques and equipment/ materials
- hazardous substances and materials used in surface preparation
- workflow in relation to the application and removal of surface coatings

Skills

The ability to:

- collect, organise and understand information related to work orders, basic plans, hazardous substances and materials and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications, co-ordination of work with site supervisor, other workers and customers, and the reporting of work outcomes and problems
- plan and organise activities, including the preparation and layout of the worksite and the obtaining of equipment and materials to avoid any back tracking, workflow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly complete measurements and estimate material requirements
- use pre-checking and inspection techniques to anticipate surface preparation problems, avoid reworking and avoid wastage
- use the workplace technology related to the preparation of surfaces, including manual and pressure tools, equipment and measuring devices

(4) Resource Implications

- range of surfaces to be prepared, preparation tools, equipment and consumables

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment should be conducted over time and may be in conjunction with assessment of other relevant units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant process equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFFIN0441A: Maintain spray equipment and booth

Competency Descriptor:

This unit deals with the skills and knowledge required to strip, clean, restore and service spray equipment and booths, and applies to individuals engaged in furniture finishing.

Competency Field:

Timber Furniture Manufacture

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare for work	1.1	Work instructions are used to determine job requirements, including timings, equipment to be maintained and materials.
		1.2	Occupational Health & Safety (OH&S) 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.
		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 manufacturers' specifications and site procedures.
		2.2	Components are laid out in a logical reassembly 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 reassembled 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.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school shops and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Booth is a generic term for areas specifically used for the hand or mechanical application of coatings/paint. They may range from a dry filter bath to a purpose -designed, positive-pressure, and downdraft water booth

Work is to be carried out in accordance with statutory obligations, environmental legislation, relevant health regulations, and organisation insurance requirements.

The following variables may be present for this particular unit.

Booth services may include:

- lighting
- ventilation
- electricity supply
- water supply
- paint lines
- consumables storage areas

Spray equipment may include:

- computerised spray system
- electrostatic spray gun
- powder coating spray gun
- air compressor and hoses, and
- dryers

Tools and equipment may include:

- liquid containers
- feeding systems
- spray guns
- scrapers (non-ferrous)
- screwdrivers
- adjustable spanner
- spanners

OH&S requirements include:

- legislation
- building codes
- material safety management systems
- hazardous substances and dangerous goods codes, and local safe operating procedures

Personal protective equipment to include:

- coverall
- safety boots
- gloves
- dust mask
- safety helmet
- respirator

Materials to be used may include are not limited to:

- water
- solvents
- other cleaning compounds and chemicals
- rags
- steel wool
- brushes
- hoses
- brooms
- squeegees

Information and procedures:

- workplace procedures relating to tools and equipment
- work instructions, including job sheets, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturer's specifications and operational procedures

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

Locate, interpret and apply information relevant to the spray equipment and booth services.

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 standards and quality

Disassemble, maintain and reassemble at least two different spray systems.

Maintain a booth and booth services on at least two occasions.

Work effectively with others.

Modify activities to cater for variations in workplace contexts and environment.

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- LMFFIN0401A: Use furniture finishing hand and power tools

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- identification of spray system equipment, processes and procedures
- the types, characteristics and maintenance requirements for spray booth services, including at a minimum ventilation, lighting, water and electrical reticulation
- characteristics of the coatings and base materials in terms of toxicity, reactivity and flammability
- types, characteristics, uses and limitations of cleaning solvents and agents
- effects of the fumes, heat and other radiations on surface coatings material safety management systems

Skills

The ability to:

- collect, organise and understand information related to spray systems and equipment, maintenance materials, work orders, plans and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications, co-ordination of work with site supervisor, other workers and customers, and the reporting of work outcomes and problems
- plan and organise activities, including the preparation and layout of the worksite and the obtaining of equipment and materials to avoid any back tracking, workflow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly estimate material requirements solve problems. Use pre-checking and inspection techniques to anticipate maintenance problems, avoid reworking and avoid wastage
- use the limited workplace technology related to maintenance, including machines, tools, equipment, and measuring devices

(4) Resource Implications

- spray systems and equipment
- spray booth
- cleaning and maintenance materials

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on under pinning knowledge.

Assessment should be conducted over time and may be in conjunction with assessment of other relevant units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant process equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFFIN0451A: Apply surface coatings by spray gun

Competency Descriptor:

This unit deals with the skills and knowledge required to apply surface coatings by hand-held spray gun operations

Competency Field:

Timber Furniture Manufacture

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

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	Occupational Health & Safety (OH&S) 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	Stains, lacquers, polish, enamels, acrylics, one-part polyurethane and water-based coatings are identified and prepared as required for the surface coating tasks.
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 over-spray.
	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 reassembled.
	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 is made in accordance with workplace procedures. |
| | | 3.5 | Products are inspected and approved for suitability for further processing. |
| 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. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school shop and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with statutory 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 in the application of surface coatings.

The following variables may be present for this particular unit.

Spray guns to include:

- conventional air spray guns
- airless spray guns
- may include HVLP and air-assisted
- airless spray gun

Material to be applied may include but are not limited to:

- stains
- lacquers
- acrylics
- one-part polyurethane
- water-based coatings

Coatings are to include:

- pre-catalysed lacquer
- acid catalysed lacquer
- may include nitro-cellulose lacquer, one-part polyurethane and water-based coatings

OH&S requirements may include:

- relevant legislation
- material safety management systems
- hazardous and dangerous goods codes, and
- safe operating procedures

Tools and equipment may include but are not limited to:

- pressure feed systems
- spray booth
- liquid containers
- air compressor and hoses
- air regulator
- positive pressure air-wash masks
- canister-type face masks
- screwdrivers
- adjustable spanner
- spanners

Personal protective equipment to include:

- coverall
- safety boots
- gloves
- dust mask
- safety helmet
- respirator

Information and procedures:

- workplace procedures relating to the use of tools and equipment.
- work instructions, including job sheets, plans, drawings and designs.
- workplace procedures relating to reporting and communication.
- manufacturers' specifications and operational procedures

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

Locate, interpret and apply information relevant to the materials being applied and the application equipment.

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

Select and apply surface coatings, including the adjustment of spray equipment to effect required spray pattern for a minimum of three different surface types and shapes.

Maintain spray equipment and work area, including spray booth.

Work effectively with others.

Modify activities to cater for variations in workplace contexts and environment.

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

LMFFIN0401A: Use furniture finishing hand and power tools

LMFFIN0431A: Prepare surface for finishing

LMFFIN0461A: Apply stains, fillers and bleaches

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- identification of spray equipment, processes and procedures
- characteristics of the coatings and base materials in terms of toxicity, reactivity, flammability, required viscosity and recoat ability
- effects of the fumes, heat and other radiations on surface coatings
- the methods to prevent contamination of surfaces during and after surface coating workflow in relation to spraying operations

Skills

The ability to:

- collect, organise and understand information related to spray equipment and painting materials, work orders, basic plans, and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications, co-ordination of work with shop supervisor, other workers and customers, and the reporting of work outcomes and problems
- plan and organise activities, including the preparation and layout of the worksite and the obtaining of equipment and materials to avoid any back tracking, workflow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- use pre-checking and inspection techniques to anticipate coating problems, avoid reworking and avoid wastage
- use the workplace technology related to spraying operations including tools, equipment and measuring devices

(4) Resource Implications

- spray equipment, spray booth, coatings and cleaning products

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment may be in conjunction with assessment of other relevant units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant process equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFFIN0461A: Apply stains, fillers and bleach

Competency Descriptor:

This unit deals with the skills and knowledge required to apply stains, fillers and bleach to timber surfaces.

Competency Field:

Timber Furniture Manufacture

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare for work	1.1 Workplace information, including materials application and safety information, material safety data sheets, 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 Occupational Health & Safety (OH&S) 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 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, material manufacturers' 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 restrained, 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 concerns and workplace procedures. Unused material must not be returned to bulk stock. |
| | | 4.4 | Work area is cleaned and returned to approved condition, all areas used for bleaching are washed down with water. |
| | | 4.5 | Workplace records are completed. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school shop and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with statutory 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 in the application of stains, fillers and bleach.

The following variables may be present for this particular unit.

Stains are to include:

- lacquer-based
- wiping stain and spirit-based
- may include water and oil-based

Fillers are to include:

- oil-based
- water-based
- plastic (one-pot) filler

Bleach to include:

- two-solution bleach
- may include oxalic acid bleach

Surfaces include:

- solid timber
- manufactured board

OH&S requirements may include:

- relevant legislation
- material safety management systems
- hazardous and dangerous goods codes
- safe operating procedures

Materials to be applied may include but are not limited to:

- stains
- fillers
- bleaches
- water
- abrasive papers
- cotton rags
- hessian

Tools and equipment may include, but are not limited to:

- liquid containers
- rubber gloves
- face masks
- spray booths
- spray guns
- compressor
- air lines
- brushes
- sanding block

Personal protective equipment to include:

- coverall
- safety boots
- gloves
- dust mask
- safety helmet

Information and procedures:

- workplace procedures relating to the use of tools and equipment.
- work instructions, including job sheets, plans, drawings and designs.
- workplace procedures relating to reporting and communication.
- manufacturers' specifications and operational procedures

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be determined to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

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
- prevent damage to goods, equipment or products
- maintain required production output and product quality

Select and apply a minimum of three types of stains, including:

- lacquer-based
- spirit-based
- apply fillers to a minimum of a flat surface and a curved surface
- bleach two different types of timber
- maintain application equipment
- work effectively with others
- modify activities to cater for variations in workplace contexts and environment

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- LMFFIN0401A: Use furniture finishing hand and power tools.
- LMFFIN0431A: Prepare surface for finishing.

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- identification of application techniques
- characteristics of stains, fillers and bleaches in terms of toxicity, reactivity, flammability, viscosity
- the methods to prevent contamination of surfaces during and after processing
- workflow in relation to the application stains, fillers and bleach

Skills

The ability to:

- collect, organise and understand information related to coating materials, cleaning materials, work orders and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications, co-ordination of work with shop supervisor, other workers and customers, and the reporting of work outcomes and problems
- plan and organise activities, including the preparation and layout of the workshop and the obtaining of coating equipment and materials to avoid any back tracking, workflow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- use pre-checking and inspection techniques to anticipate coating problems, avoid reworking and avoid wastage
- use the limited workplace technology related to coating, including tools, equipment and measuring devices

(4) Resource Implications

- hand application equipment, stains, fillers and bleaches

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other relevant units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant process equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFFIN0471A: Apply surface coatings by hand

Competency Descriptor:

This unit deals with the skills and knowledge required to apply brush application coatings, including one-pot polyurethane, enamels, acrylics and polish, by hand.

Competency Field:

Timber Furniture Manufacture

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare for work	1.1 Workplace information, including materials application and safety information, material safety data sheets 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 Occupational Health & Safety (OH&S) 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.
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 manufacturers' 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 approve condition. |
| | | 4.4 | Workplace records are completed. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school shops and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is to be carried out in accordance with statutory obligations, environmental legislation, relevant health regulations, and organisation insurance requirements.

Work requires individuals to demonstrate some discretion, judgement and problem solving skills in the application of surface coatings.

The following variables may be present for this particular unit.

Coatings are to include:

- one-pot polyurethane
- enamel
- acrylic
- polish

Surfaces may include but are not limited to:

- solid timber
- manufactured board
- metal

Application methods are to include

- brush and swooge

OH&S requirements include:

- relevant statutory requirements
- material safety management systems
- hazardous substances and dangerous goods
- safe operating procedures.

Tools and equipment may include, but are not limited to:

- sanders
- pneumatic or low-voltage electric buff
- rubber sanding block
- brushes, and
- swooges

Materials may include but are not limited to:

- water
- detergent
- wax
- oil
- enamel
- acrylic
- one-pot polyurethane
- polish
- mentholated spirits
- turpentine
- terebine
- abrasive papers
- cotton rags
- steel wool

Personal protective equipment to include:

- coverall
- safety boots
- gloves
- dust mask
- safety helmet

Information and procedures:

- workplace procedures relating to the use and operation of tools and equipment.
- workplace instructions, including job sheets, plans, drawings and designs.
- workplace procedures relating to reporting and communications.
- manufacturers' specifications and operational procedures

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of 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
-

Prepare for and apply coatings by hand on a minimum of five occasions covering:

- the three surface types
- the four coatings detailed in the Range Statement
-

Maintain application equipment.

Work effectively with others.

Modify activities to cater for variations in workplace contexts and environment.

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- LMFFIN0031A: Use furniture finishing hand and power tools
- LMFFIN0431A: Prepare surface for finishing

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- identification of hand application techniques
- characteristics of coatings, waxes and oils in terms of toxicity, reactivity, flammability, required viscosity
- the methods to prevent contamination of surfaces during and after finishing workflow in relation to the application of finishing material

Skills

The ability to:

- collect, organise and understand information related to coating materials, cleaning materials, work orders and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications, co-ordination of work with site supervisor, other workers and customers, and the reporting of work outcomes and problems
- plan and organise activities, including the preparation and layout of the workshop and the obtaining of coating equipment and materials to avoid any back tracking, workflow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly complete measurements, calculate area, estimate paint requirements and other material requirements
- use pre-checking and inspection techniques to anticipate coating problems, avoid reworking and avoid wastage
- use the limited workplace technology related to coating, including tools, equipment and measuring devices

(4) Resource Implications

- hand finishing application equipment, coating materials, waxes and oils and surfaces to be coated

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment may be in conjunction with assessment of other relevant units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant process equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITICOR0011A: Carry out data entry and retrieval procedures

Competency Descriptor:

This unit deals with the skills and knowledge required to operate computer, to enter, manipulate and retrieve data and to access information and communicate via the Internet.

Competency Field:

Information Technology and Communications - Operations

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Initiate computer system	1.1	Equipment and work environment are correctly checked for readiness to perform scheduled tasks.
		1.2	The hardware components of the computer and their functions are correctly identified.
		1.3	Equipment is powered up correctly.
		1.4	Access codes are correctly applied.
		1.5	Appropriate software is selected or loaded from the menu.
2.	Enter data	2.1	Types of data for entry correctly identified and collected.
		2.2	Input devices selected and used are appropriate for the intended operations.
		2.3	Manipulative procedures of Input device conform to established practices.
		2.4	Keyboard/mouse is operated within the designated speed and accuracy requirements.
		2.5	Computer files are correctly located or new files are created, named and saved.
		2.6	Data is accurately entered in the appropriate files using specified procedure and format.
		2.7	Data entered is validated in accordance with specified procedures.

- 2.8 Anomalous results are corrected or reported in accordance with specified procedures.
- 2.9 Back-up made in accordance with operating procedures.
- 3. Retrieve data
 - 3.1 The identity and source of information are established.
 - 3.2 Authority to access data is obtained where required.
 - 3.3 Files and data are correctly located and accessed.
 - 3.4 Integrity and confidentiality of data are maintained.
 - 3.5 The relevant reports or information is retrieved, using approved procedure.
 - 3.6 Formats to retrieved report or information conform to requirements.
 - 3.7 Copy of the data is printed where required.
- 4. Amend data
 - 4.1 Source of data/information for amendment is established.
 - 4.2 Data to be amended is correctly located within the file.
 - 4.3 The correct data/Information is entered, changed or deleted using appropriate input device and approved procedures.
 - 4.4 The Integrity of data is maintained.
- 5. Use document layout and data format facilities
 - 5.1 Requirements for document are verified where necessary.
 - 5.2 The given format and layout are appropriately applied.
 - 5.3 Facilities to achieve the desired format and layout are correctly identified, accessed and used.
 - 5.4 Data manipulating facilities are used correctly.
 - 5.5 Format reflects accuracy and completeness.

- | | | | |
|----|--|-----|---|
| 6. | Monitor the operation of equipment | 6.1 | The system is monitored to ensure correct operation of tasks. |
| | | 6.2 | Routine system messages are promptly and correctly dealt with. |
| | | 6.3 | Non-routine messages are promptly referred in accordance with operating requirements. |
| | | 6.4 | Error conditions within level of authority are dealt with promptly, and uncorrected errors are promptly reported. |
| | | 6.5 | Output devices and materials are monitored for quality. |
| 7. | Access and transmit information via the Internet | 7.1 | Access to the Internet is gained in accordance with the provider's operating procedures. |
| | | 7.2 | Evidence of the ability to negotiate web sites to locate and access specified information and other services is efficiently demonstrated. |
| | | 7.3 | E-Mail is sent and retrieved competently. |
| 8. | Close down computer system | 8.1 | The correct shut down sequence is followed. |
| | | 8.2 | Problem with shutting down computer is reported promptly. |
| | | 8.3 | All safety and protective procedures are observed. |
| | | 8.4 | The system integrity and security are preserved. |
| 9. | Maintain computer equipment | 9.1 | Cleaning materials and/or solutions used meet specified recommendation. |
| | | 9.2 | The equipment is cleaned as directed. |
| | | 9.3 | Wear and faults identified are promptly reported to the appropriate personnel. |

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to using and maintaining basic computer equipment.

Equipment:

- install supplied computer
- install supplied peripherals

Work environment:

- equipment
- furniture
- cabling
- power supply

Input devices:

- keyboard
- mouse
- scanner
- microphone
- camera

Data:

- textual
- numerical
- graphical

Software systems to include for:

- word processing
- spread sheet
- internet access

File operations:

Naming, updating, archiving, traversing field and records in database, use of search, sort, print

Files save on:

- network
- magnetic media
- personal PC

Maintenance:

- cleaning: enclosures, screen, input devices, output devices
- checking cables, etc

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to accurately carry out basic data entry and retrieval operations on a computer system in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- Initiate the use on the equipment.
- Use document layout and data format facilities.
- Locate and access data.
- Use file operations.
- Manipulate input devices.
- Key-in and format reports.
- Access to the internet.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- safety for working with and around computers
- computer hardware and software systems
- procedure for initiating and closing down computer
- the operation of the data entry
 - management system
- methods of locating files
- organisation's standards applicable to
 - accessing files
- files operations and their applications
- file operation in database setting
- creating, locating and saving files
- using input devices
- using data checking devices
- formatting functions of software
- layout function of software
- graphic productions and manipulation
- regard for accuracy and security of
 - information
- functions on the internet

Skills

The ability to:

- identify computer hardware
- manipulate data input devices
- access data
- use file operations
- key-in and format reports and letters
- retrieve data
- amend data
- print data
- save data
- search and receive data from the internet
- send and receive E-Mail

(4) Resource Implications

Files saved on network, magnetic media, and personal Computer

Input devices: Keyboard, mouse, other selection devices

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level -	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFFMK0021A: Operate basic woodworking machines

Competency Descriptor:

This unit deals with the skills and knowledge required to operate basic woodworking machines used for sawing, planing, sanding and drilling in the production of furniture.

Competency Field: Timber Furniture Manufacturing

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare for work	1.1 Work instructions are used to identify job requirements, including quality, materials, equipment, and quantities. 1.2 Workplace health and safety 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. 2.2 Machine start-up procedure is carried out in accordance with manufacturers' instructions. 2.3 Material is fed into machine in accordance with manufacturers' 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 manufacturers' recommendations. 2.5 Machine operation is monitored to ensure product quality and output. 2.6 Waste quantities are checked and 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 reused 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.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with statutory obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements.

The unit scope is to cover a minimum of one saw, one planer, one drill and one sander and related tasks from the following list:

The following variables may be present for this particular unit.

Sawing operations

Cross cut saw

- docking (oversize + 20mm)
- docking (accurate to +/- 0.25mm)
- docking square (no tolerance)

Panel sawing

- cut flat panel board (off rip fence using scribe saw)
- cut flat panel board (off cross-cut fence using scribe saw)

Planing operations

- surface planer (jointer)
- machine face
- machine edge
- panel planer (thicknesser)
- parallel plane width
- parallel plane thickness

Material to be machined may include but is not limited to:

- solid timber
- manufactured board

Ripsaw cutting operations:

- parallel rip (oversize by 5mm+)
- scroll band saw
- off fence ripping
- freehand ripping
- freehand curve cutting

Sanding operations

- sand concave surface (bobbin sander)
- sand straight surface (disc/belt sander)
- sand end grain (disc/belt sander)
- sand flat surfaces (disc/belt sander)
- sand convex surface (disc/belt sander)

Drilling/boring

Vertical drill press

- drill holes to pre-determined depth vertically
- select and replace drill bits
- hinge boring

Horizontal drill:

- horizontal borer (single bit)
- drill holes to pre-determined depths horizontally
- select and replace drill bits

Statutory requirements:

- material safety management systems
- hazardous substances and dangerous goods
- safe operating procedures

Information and procedures

- 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
- manufacturers' specifications and operational procedures

Personal protective equipment is to include:

- safety boots
- respirator or dust mask
- coverall
- goggles
- ear muff

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.

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical aspects of evidence

It is critical that competence be observed in the following aspects:

- identify work requirements
- apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- identify materials used in the work process

Critical aspects of evidence (Cont'd)

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 and complete the tasks identified in the Range Statement for:

- one saw
- one planer
- one drill
- one sander

Work effectively with others

(2) Pre requisite Relationship of units

- Nil

(3) Underpinning knowledge and skillsKnowledge

Knowledge of:

- the characteristics, uses and limitations of basic woodworking machines
- general workplace quality standards and procedures
- workplace safety policies and procedures
- procedures for reporting machinery faults and material defects

Skills

The ability to:

- collect, organise and understand information related to work orders, machine operations, basic plans and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems
- plan and organise activities, including the preparation of the worksite and the obtaining of equipment and materials to avoid any back tracking, or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- apply basic arithmetical processes
- use checking techniques to identify, avoid or solve work problems
- use the workplace technology related to machine operations, including tools, equipment and basic measuring devices

(4) Resource implications

The following resources should be available:

- access to basic woodworking machinery as identified in the Range Statement
- standard operating procedures
- unprocessed materials

(5) Method of assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment should be conducted over time and may be in conjunction with assessment of other units of competency.

(6) Context of assessment

Assessment may occur on the job or in a workplace-simulated facility with relevant process equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFFMK0031A: Use furniture making hand and power tools

Competency Descriptor:

This unit deals with the skills and knowledge required to identify, select and use hand and power tools in applications relating to the furniture making sector and applies to individuals engage in wooden furniture making.

Competency Field: Timber Furniture Manufacturing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify hand and power tools	1.1	Types of hand and power tools and their functions identified.
		1.2	Workplace health and safety requirements, including personal protection needs, are observed throughout the work.
		1.3	Sources of power supply recognised.
2.	Select 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 hand tools application where applicable.
3.	Use hand tools	3.1	Material is located and held in position for hand tool application.
		3.2	Hand tools are safely and effectively used according to their intended use.
		3.3	Hand tools are safely located when not in immediate use.
4.	Select power tools	4.1	Power tools are selected consistent with needs of the job in accordance with conventional work practice.
		4.2	Power tools are visually checked for serviceability and safety in accordance with Occupational Health & Safety requirements and any faults reported to supervisor.

	4.3	Equipment is selected to hold or support materials for power tool application as applicable.
5. Use power tools	5.1	Material is located and held in position for power tool application as applicable.
	5.2	Power tools are safely and effectively used in application processes.
	5.3	Power tools are safely located when not in use.
6. Clean up work area and tools	6.1	All tools are cleaned, maintained and stored.
	6.2	Equipment is cleaned, maintained and stored.
	6.3	Work area is cleared and waste removed.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school-hops and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with statutory obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements.

This unit requires individuals are to demonstrate skill, accuracy and dexterity in the application of tools to perform work tasks

The following variables may be present for this particular unit:

Hand tools for furniture making are to include, but not be limited to:

- hand planes
- chisels
- hand saws
- spoke shave
- hammer
- mallet
- marking-out tools
- files
- rasps
- scraper
- screwdrivers
- hand drill

Power tools for furniture making are to include, but not be limited to:

- circular power saw
- planer
- drill
- jig saw
- router
- trimmer
- biscuit machine
- brad/nail and staple gun
- sanders

Work tasks should include:

- dressing materials
- cutting joints
- finishing surfaces
- cutting straight and compound angles
- jointing materials
- edge trimming
- the basic grinding of cutting tools

OH&S requirements include:

- relevant statutory requirements
- material safety management systems
- hazardous substances and dangerous goods
- safe operating procedures

Reporting of faults in the operation of hand and power tools may be verbal or written.

Personal protective equipment is to include:

- safety boots
- coverall
- gloves
- dust mask
- goggles
- ear muffs

Information and procedures to 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
- manufacturers' specifications and operational procedures

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical aspects of 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 statement.

Carry out operator maintenance on hand and power tools, including the grinding of:

- chisels
- hard plane blades or irons
- drill bits

Modify activities to cater for variations in workplace contexts and environment.

(2) Pre-requisite Relationship of units:

Pre-requisite for this unit is:

- Nil

(3) Underpinning knowledge and skills

Knowledge

Knowledge of:

- 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 OH&S requirements
- workflow within the workplace

Skills

The ability to:

- collect, organise and understand information related to hand and power tools, work orders, maintenance systems and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications, co-ordination of work with site supervisor, other workers and customers, and the reporting of work outcomes and problems
- plan and organise activities, including the preparation and layout of the worksite to avoid any back tracking, workflow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly complete measurements and estimate material requirements
- use pre-checking and inspection techniques to anticipate problems, avoid reworking and avoid wastage
- use workplace technology related to the operation and maintenance of hand and power tools

(4) Resource implications

The following resources should be provided:

- furniture making sector hand and power tools
- materials used in the manufacturing and/or installation of furnishing products

(5) Method of assessment

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment may be in conjunction with assessment of other relevant units of competency.

(6) Context of assessment

Assessment may occur on the job or in a simulated workplace facility with relevant process equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFFMK0041A: Assemble furnishing components

Competency Descriptor:

This unit deals with the skills and knowledge required to assemble timber components to produce furniture frames or complete furniture units.

Competency Field: Timber Furniture Manufacturing

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare for assembly	<p>1.1 Work instructions are used to determine job requirements, including design, tolerances, process, materials, finish and quantity.</p> <p>1.2 Assembly sequence is planned.</p> <p>1.3 Procedures are determined for checking quality at each stage of the process.</p> <p>1.4 Workplace health and safety requirements, including personal protection needs, are observed throughout the work.</p> <p>1.5 Suitable work area is selected for the task.</p> <p>1.6 Tools and equipment suitable to the fixing method are selected and checked for safe operation.</p> <p>1.7 Components, hardware, fittings and attachments are collected.</p> <p>1.8 Fixing and joining devices are selected in line with work instructions and type of materials to be joined.</p> <p>1.9 Jigs are selected and checked for suitability of purpose.</p>
2. Assemble components	<p>2.1 Components are laid out and joined using jigs and appropriate fastenings.</p> <p>2.2 Hand and/or power tools and equipment are used as required.</p> <p>2.3 Assembled frame is checked for compliance with specifications.</p>

- 2.4 Components are prepared, assembled and fitted as per specification.
- 2.5 Frames, 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.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school-shops and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is to be carried out in accordance with statutory 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 in the assembly of furnishing components.

The following variables may be present for this particular unit.

Furnishing components may include, but are not limited to:

- carcasses
- doors
- drawers
- frames
- shelves
- ends
- tops
- limited basic end items

Materials to be used may include, but are not limited to:

- timber
- manufactured board
- glues
- screws
- nails
- dowels
- knock-down fittings
- biscuits

Work to be carried out in workplaces involved in the manufacture of:

- solid timber furniture
- domestic furniture
- commercial furniture
- kitchen and bathroom cabinets
- furniture components

OH&S requirements include:

- relevant statutory requirements
- material safety management systems
- hazardous substances and dangerous goods
- safe operating procedures

Tools and equipment include, but are not limited to:

- measuring tapes or rulers
- hammers
- mallets
- squares
- bevels
- chisels
- planes
- hand saws
- power saws
- power drills/screwdrivers
- clamps
- screwdrivers
- pincers
- pneumatic tools

Personal protective equipment to include:

- coverall
- safety boots
- gloves
- dust mask
- safety helmet
- goggles

Assembled component checking process is to cover:

- alignment
- squareness
- correct number and fitting of fasteners
- hardware, fittings and attachments
- conformity to work instruction and quality requirements

Information and procedures:

- workplace procedures relating to the use of tools and equipment
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- manufacturers' specifications and operational procedures

Storage of finished products must ensure that there is:

- no obstruction to traffic
- components are not damaged in storage
- incompatible items are not stored together
- products are arranged to match the sequence of work

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical aspects of 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 furnishing components from the list in the Range Statement.

Work effectively with others.

Modify activities to cater for variations in workplace context and environment.

(2) Pre-requisite Relationship of units:

Pre-requisites for this unit are:

- LMFFMK0031A: Use furniture making hand and power tools
- LMFFMK0021A: operate basic woodworking machines

(3) Underpinning knowledge and skillsKnowledge

Knowledge of:

- types, characteristics, uses and limitations of common furnishing components
- the interpretation of basic furniture plans
- identification of hand and/or power tools, materials, equipment, processes and procedures
- workflow in relation to furniture production

Skills

The ability to:

- collect, organise and understand information related to work orders, basic plans and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications, co-ordination of work with supervisor, other workers and customers, and the reporting of work outcomes and problems
- plan and organise activities, including the preparation and layout of the work area and the obtaining of equipment and materials to avoid any back tracking, workflow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly complete measurements and estimate material requirements
- use pre-checking and inspection techniques to anticipate assembly problems, avoid reworking and avoid wastage
- use the limited workplace technology related to the assembly, including tools, equipment, materials and measuring devices

(4) Resource implications

The following resources should be provided:

- access to plans, hand and/or power tools, equipment, materials, cauls and jigs, woodworking machinery, and a work area

(5) Method of assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning Knowledge.

Assessment should be conducted over time and may be in conjunction with assessment of other units of competency.

(6) Context of assessment

Assessment may occur on the job or in a workplace simulated facility with relevant process equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFFIN0411A: Dismantle/reassemble furniture

Competency Descriptor:

This unit deals with the skills and knowledge required to dismantle and reassemble furniture and/or fittings for the purposes of coating, repair, and restoration, producing patterns, templates or for samples.

Competency Field: Timber Furniture Manufacture

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare for work	1.1 Item to be dismantled is inspected and components identified. 1.2 Occupational Health & Safety (OH&S) 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/furnishing 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. 2.4 Component parts are separated, tagged and stored following workplace procedures. 2.5 Component parts dispatched to the next process according to workplace procedures.
3. Reassembled furniture/furnishing item	3.1 Items to be reassembled are identified. 3.2 Items are reassembled 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 | Assembled item dispatched 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. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school shop and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with statutory 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 during the process of dismantling of furniture and/or furnishings.

The following variables may be present for this particular unit.

Work can involve dismantling and reassembling of furniture for repair and restoration.

Furniture and/or furnishings may include but are not limited to:

- chairs
- tables
- desks
- wall units
- buffets
- side tables
- drawers

OH&S requirements may include:

- relevant legislation
- material safety management systems
- hazardous and dangerous goods codes, and
- safe operating procedures

Tools and equipment may include, but are not limited to:

- | | |
|-----------------------------|----------------------------|
| • measuring tapes or rulers | • socket set |
| • hammers | • hacksaw and blades |
| • rubber mallet | • clamps |
| • pincers | • timber wedges |
| • screwdrivers | • long nose pliers |
| • adjustable spanner | • power drill/screwdrivers |
| • spanners | • air compressor and hoses |

Materials to be used may include but are not limited to:

- timber
- manufactured board
- veneer
- metal
- adhesive
- laminate
- perspex

Information and procedures:

- workplace procedures relating to the use of tools and equipment
- work instructions, including job sheets, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturers' specifications and operational procedures

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of 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 construction of the item being dismantled/reassembled.

Follow work instructions, operating procedures and inspection practices to:

- minimise the risk of injury to self or others
- prevent damage to goods or equipment
- maintain required work output and quality

Dismantle and reassemble at least three different items, including:

- one assembled with knockdown fittings, and one with glued joints
- Work effectively with others

Modify activities to cater for variations in workplace contexts and environment.

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- LMFFIN0401A: Use furniture finishing hand and power tools

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- the types and characteristics of materials used in furniture/furnishings construction
- construction techniques and processes
- identification of equipment, processes and procedures workflow in relation to dismantling and reassembling furniture/furnishings

Skills

The ability to:

- collect, organise and understand information related to work orders, furniture construction methods, plans and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications, co-ordination of work with shop supervisor, other workers and customers, and the reporting of work outcomes and problems
- plan and organise activities, including the preparation and layout of the worksite and the obtaining of equipment and materials to avoid any back tracking, workflow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly complete measurements and estimate material requirements
- use pre-checking and inspection techniques to anticipate dismantling/reassembly problems, avoid reworking and avoid wastage
- use the workplace technology related to dismantling/reassembly, including tools, equipment, materials and measuring devices

(4) Resource Implications

- furniture/furnishings for dismantling/reassembling, work instructions, tools and equipment

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment should be conducted over time and may, where appropriate, be in conjunction with assessment of other units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant process equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFFIN0511A: Apply soft rubber techniques

Competency Descriptor:

This unit deals with the skills and knowledge required to apply polish and/or spirit varnish to surfaces using soft rubber techniques.

Competency Field: Timber Furniture Manufacture

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare for work	<p>1.1 Workplace information, including materials application and safety information, material safety data sheets, is used to inform work practices.</p> <p>1.2 Characteristics of the surface and the required surface finish are identified from work orders or instructions.</p> <p>1.3 Processing and application techniques, time and safety requirements are identified and used for work planning.</p> <p>1.4 Occupational Health & Safety (OH&S) requirements, including ventilation requirements and personal protection needs, are observed throughout the work.</p> <p>1.5 Tools, equipment and accessories are identified and checked for safe and effective operation for the surface-finishing task.</p>
2. Prepare for application of materials	<p>2.1 Surfaces are checked for contamination and correct preparation according to workplace procedures and standards.</p> <p>2.2 Products with surface or other faults are identified and faults repaired as appropriate.</p> <p>2.3 Finishing materials required are identified and prepared for the task.</p> <p>2.4 Trial applications of surface materials are made to check rubber operation, materials consistency and specified surface finish.</p> <p>2.5 Faults are identified and workplace procedures for rectification are followed.</p>

- | | | | |
|----|--|-----|--|
| 3. | Apply soft varnish/rubber | 3.1 | Surface is lightly sanded and checked for defects, which are rectified in accordance with work place procedures. |
| | | 3.2 | Rubber is suitably charged. |
| | | 3.3 | Surface is soft-rubbered/varnish 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 appropriate condition. |
| | | 4.4 | Workplace records are completed. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with statutory 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 in the application of soft rubber techniques.

The following variables may be present for this particular unit.

Soft rubbers:

- soft rubbers consist of cotton-wool or wadding body wrapped in cotton cloth and are used for either polish or varnish

Surfaces include but are not limited to:

- solid timber
- manufactured board

OH&S requirements include:

- relevant statutory legislation
- material safety management systems
- hazardous substances and dangerous goods code
- safe operating procedures

Tools and equipment may include, but are not limited to:

- brushes
- swooges
- soft rubbers, and
- sanding blocks

Materials may include but are not limited to:

- polish
- mentholated spirits
- spirit varnish
- scourer
- abrasive papers
- cotton rags, steel wool

Personal protective equipment to include:

- coverall
- safety boots
- gloves
- dust mask
- safety helmet

Information and procedures:

- workplace procedures relating to the use of tools and equipment
- work instructions, including job sheets, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturers' specifications and operational procedures

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of 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

Apply soft/varnish rubber techniques on a minimum of two occasions, which must cover a chair or equivalent, and a large flat surface.

Maintain application equipment.

Work effectively with others.

Modify activities to cater for variations in workplace contexts and environment

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- LMFFIN0431A: Prepare surface for finishing
- LMFFIN0471A: Apply surface coatings by hand

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- rubber applications, limitations and techniques
- coatings in terms of toxicity, reactivity flammability, required viscosity
- methods to prevent contamination of surfaces during and after finishing workflow in relation to the application of finishing material

Skills

The ability to:

- collect, organise and understand information
- related to soft rubber coating materials, cleaning materials, work orders and safety procedures
- communicate ideas and information to enable conformation of work requirements and specifications, co-ordination of work with site supervisor, other workers and customers, and the reporting of work outcomes and problems
- plan and organise activities, including the preparation and layout of the worksite and the obtaining of coating equipment and materials to avoid any back tracking, workflow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- use mathematical ideas techniques to correctly complete
- measurements, calculate area and estimate paint requirements and other material requirements
- use pre-checking and inspection techniques to anticipate soft rubber coating problems, avoid reworking and avoid wastage
- use the limited workplace technology related to soft rubber coating, including tools, equipment and measuring devices

(4) Resource Implications

- soft rubber materials, coating materials, other consumables and surfaces to be coated

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment may be in conjunction with other relevant units of competency .

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant process equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFFIN0551A: Apply traditional French polishing techniques

Competency Descriptor:

This unit deals with the skills and knowledge required to carry out hand application of shellac polish to timber surfaces using traditional techniques.

Competency Field: Timber Furniture Manufacture

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan and prepare for work	<p>1.1 Work requirements are correctly identified from drawings/specifications/instructions.</p> <p>1.2 Quality assurance requirements are recognised and adhered to in accordance with company's operation.</p> <p>1.3 Occupational Health & Safety (OH&S) requirements, including ventilation requirements and personal protection needs, are observed throughout the work.</p> <p>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.</p> <p>1.5 Skinning in, bodying up and spiriting out/stiffening up rubbers are prepared consistent with the requirements of the work.</p>
2. Prepare for application of polish	<p>2.1 Surfaces are checked for contamination and correct preparation according to workplace procedures and standards.</p> <p>2.2 Products with surface or other faults are identified and faults are reported or repaired.</p> <p>2.3 Techniques for hand application of polish using traditional methods are identified and used according to workplace procedures.</p> <p>2.4 Materials and equipment suitable for skinning in, bodying up and spiriting out/stiffening up operations are prepared.</p> <p>2.5 Surfaces are stained, filled in and then sealed with polish using a mop brush, blender or swooge.</p>

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 .
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
 - 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.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school shops and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with statutory 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 in the process of French polishing.

The following variables may be present for this particular unit.

Polishes may include, but are not limited to

- shellac
- button lac
- de-waxed lac
- de-waxed/decoloured lac, and
- white or bleached lac

Surfaces are to include:

- solid timber or
- veneered manufactured board

Tools and equipment may include:

- filler blades
- brushes
- abrasive papers
- skinning in
- bodying up and spiriting out rubbers
- mop brush
- blender
- swooge
- scrapers

OH&S requirements include:

- relevant legislation
- material safety management systems
- hazardous substances and dangerous goods code
- safe operating procedures

Surface faults may include:

- | | |
|--|---|
| <ul style="list-style-type: none"> • machine marks • bruising • pencil mark • grease • cross-sanding marks • scratches • glue marks • dirt marks | <ul style="list-style-type: none"> • insect and termite holes • holes • knots • blisters • rubber marks • burns or tears • ropiness, and • foreign matter in the polish |
|--|---|

Information and procedures:

- manufacturers' specifications and operational procedures
- work instructions, including job sheets, plans, drawings and designs
- workplace procedures relating to reporting and communication

Personal protective equipment to include:

- coverall
- safety boots
- gloves
- dust mask
- safety helmet

Lubricating oils may include:

- paraffin
- linseed

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

Locate, interpret and apply information relevant to French polishing.

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

Accurately apply traditional French polishing techniques on a minimum of two occasions which must include and cover flat and curved surfaces and an enclosed panel.

Work effectively with others.

Modify activities to cater for variations in workplace contexts and environment.

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- LMFFIN0031A: Use furniture finishing Hand and power tools
- LMFFIN0431A: Prepare surface for finishing

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- 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
 - mentholated 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
- storage requirements for lac products and rubbers

Skills

The ability to:

- collect, organise and understand information related to French polishing techniques and materials, work orders, plans and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications, co-ordination of work with shop supervisor, other workers and customers, and the reporting of work outcomes and problems
- plan and organise activities, including the preparation and layout of the worksite and the obtaining of equipment and materials to avoid any back tracking, workflow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirement
- use pre-checking and inspection techniques to anticipate French polishing problems, avoid reworking and avoid wastage use the workplace technology
- related to French polishing, including tools, equipment and measuring devices

(4) Resource Implications

- safe work area, French polishing materials, timber components/furnishings requiring polish and cleaning materials

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment may be in conjunction with assessment of other relevant units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant process equipment, materials, work instructions and deadlines .

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFFIN0482A: Match and make up colours

Competency Descriptor:

This unit deals with the skills and knowledge required to match and make up colours for surfaces which have previously been coated or polished, or for new work which must match existing work or specified sample.

Competency Field:

Timber Furniture Manufacture

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1.	Plan and prepare work	1.1	Work instructions are used to determine job requirements, including design, colour, finish process and quality.
		1.2	OH&S 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 checked for safe and effective operation.
2.	Match colour	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 fits 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 colour | 3.1 | Product quantities are identified from client demand or accurate assessment of coating/colouring requirement. |
| | | 3.2 | Colouring additives are calculated from manufacturers' specifications. |
| | | 3.3 | Colouring additives are accurately measured and blended with the base product. |
| 4. | | 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. | Apply colour | 5.1 | Colouring materials are stored and labelled ready for next process. |
| | | 5.2 | Waste and unwanted material is disposed of safely and in accordance with relevant environmental regulations. |
| | | 5.3 | Unused materials are sealed and stored. |
| | | 5.4 | Tools and equipment are cleaned, maintained and stored. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between school shop and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with statutory 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 in the accurate matching of colours.

The following variables may be present for this particular unit.

Colouring agents may include:

- pigments
- dyes
- stains
- universal tinters
- toning lacquer

OH&S requirements may include:

- relevant legislation
- material safety management systems
- hazardous and dangerous goods codes
- safe operating procedures

Properties of colouring agents may include but not be limited to:

- colour
- specific gravity
- staining power
- refractive power
- texture
- durability
- opacity
- spreading power
- toxicity, and
- oil absorptive power

Materials may include:

- spirit-based stains
- pigments
- lacquers
- oil varnish
- two-part polyurethane
- methylated spirits
- lacquer thinners
- mineral turpentine, and
- polish

Tools and equipment may include but are not limited to:

- mixing pots
- brushes
- spray equipment and mechanical mixer/vibrator
- colour rubber
- colour wad

Personal protective equipment to include:

- coverall
- safety boots
- gloves
- dust mask
- safety helmet
- respirator

Information and procedures

- manufacturers' specifications and operational procedures
- work instructions, including job sheets, plans, drawings and designs
- workplace procedures relating to reporting and communication

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

- Locate, interpret and apply information relevant to the colour matching 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
- Accurately colour match using pigments and/or stains on a minimum of five occasions.
- Record colour formulae for production situations.
- Work effectively with others.

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- the types, characteristics and degradation patterns of coatings and stains.
- the properties of coated and stained surface materials and the impact of these on colouring.
- the types, characteristics, uses and limitations of colouring agents.
- the types, uses and limitations of matching aids.
- product catalogues and other information systems.

Underpinning Knowledge and Skills (Cont'd)

Skills

The ability to:

- collect, organise and understand information related to colour matching processes, products and techniques, work orders, plans, and safety procedures.
- communicate ideas and information to enable confirmation of work requirements and specifications, coordination of work with site supervisor, other workers and customers, and the reporting of work outcomes and problems
- plan and organise activities, including the preparation and layout of the worksite and the obtaining of equipment and materials to avoid any back tracking, workflow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly complete measurements, calculate area, calculate colouring ratios and estimate material requirements
- use pre-checking and inspection techniques to anticipate colour matching problems, avoid reworking and avoid wastage
- use the limited workplace technology related to colour matching aids, tools, equipment, calculators and measuring devices

(4) Resource Implications

- safe work area, sample colouring requirements, colouring agents, base coating products, mixing and testing equipment and cleaning equipment and materials

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment may be in conjunction with assessment of other relevant units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant process equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFFIN0502A: Apply plural component coatings

Competency Descriptor:

This unit deals with the skills and knowledge required to apply plural component polyurethane, polyester coatings and acid catalysed coatings.

Competency Field: Timber Furniture Manufacture

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare for work	<p>1.1 Workplace information, including materials application and safety information, material safety data sheets, is used to inform work practices.</p> <p>1.2 Characteristics of the surface and the required surface treatment are identified from work orders or instructions.</p> <p>1.3 Processing and application techniques, time and safety requirements are identified and used for work planning.</p> <p>1.4 Occupational Health & Safety (OH&S) requirements, including ventilation requirements and personal protection needs, are observed throughout the work.</p> <p>1.5 Tools, equipment and accessories are identified and checked for safe and effective application of polyurethane, polyester and acid catalysed coatings.</p>
2. Prepare for application of materials	<p>2.1 Surfaces are checked for contamination and correct preparation according to workplace procedures and standards.</p> <p>2.2 Products with surface or other faults are identified and faults repaired as appropriate.</p> <p>2.3 Materials required are identified and prepared for the task.</p> <p>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 two/three part polyurethane/polyester coatings.</p> <p>2.5 Nitro-cellulose over-spray is cleaned off booth surfaces if necessary before application of two/three-part polyurethane/polyester.</p>

- | | | |
|----|--|---|
| | 2.6 | Trial applications of two-part polyurethane/polyester and acid catalysed 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 manufacturers' 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. |
| | 4.4 | Workplace records are completed. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with statutory obligations, environmental legislation, relevant health regulations, manual handling procedures and organisation insurance requirements.

Work requires individuals to demonstrate discretion, judgement and problem solving skills in the installation of surface coatings.

The following variables may be present for this particular unit

Plural component coatings are to include s:

- acid catalysed
- two-pot polyurethane
- may include polyester and metallic finishes

Application techniques and processes are to include:

- brushing
- spraying

Materials to be applied may include but are not limited to:

- two-part polyurethane
- two/three part polyester
- acid catalysed lacquer
- solvents

Tools and equipment may include, but are not limited to:

- liquid containers
- rubber gloves
- positive pressure air wash face masks
- positive pressure water wash spray booths
- protective clothing
- spray guns
- compressor
- air lines
- brushes
- sanding block
- orbital sanders

Information and procedures:

- workplace procedures relating to the use of tools and equipment
- work instructions, including job sheets, plans, drawings and designs
- workplace procedures relating to reporting and communication
- manufacturers' specifications and operational procedures

Surfaces may include but are not limited to:

- solid timber
- manufactured board
- metal

OH&S requirements include:

- relevant statutory legislation
- material safety management systems
- hazardous substances and dangerous goods code
- safe operating procedures

Personal protective equipment to include:

- coverall
- safety boots
- gloves
- dust mask
- safety helmet

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of 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

Apply plural component coatings on at least three occasions, including:

- one acid catalysed
- one two-pot polyurethane

Applications, including flat, vertical and internal surfaces.

Maintain application equipment.

Work effectively with others.

Modify activities to cater for variations in workplace contexts and environment

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- LMFFIN0431A: Prepare surface for finishing
- LMFFIN0441A: Apply surface coatings by spray gun
- LMFFIN0471A: Apply surface coatings by hand
- LMFFIN0482A: Match and make up colour

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- identification of application techniques
- characteristics of acid catalysed, polyurethane and polyester coatings
- the methods to prevent contamination of surfaces during and after coating
- workflow in relation to the application of polyurethane and polyester

Skills

The ability to:

- collect, organise and understand information related to coating materials, cleaning materials, work orders and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications, co-ordination of work with shop supervisor, other workers and customers, and the reporting of work outcomes and problems
- plan and organise activities, including the preparation and layout of the workshop and the obtaining of coating equipment and materials to avoid any back tracking, workflow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate paint requirements and other material requirements
- use pre-checking and inspection techniques to anticipate installation problems, avoid reworking and avoid wastage
- use the limited workplace technology related to coating, including tools, equipment and measuring devices

(4) Resource Implications

- spray application equipment, acid catalysed, polyurethane and polyester coatings

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment may be in conjunction with assessment of other relevant units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant process equipment, Materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBSBM0012A: Craft personal entrepreneurial strategy

Competency Descriptor:

This unit deals with the skills and knowledge required to craft an entrepreneurial strategy that fits with the attitudes, behaviours, management competencies and experience necessary for entrepreneurs to meet the requirements and demands of a specific opportunity.

Competency Field:

Small Business Operations

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Demonstrate knowledge of the nature of entrepreneurship	1.1	Concepts associated with entrepreneurship are clearly defined.
	1.2	Factors, which influence entrepreneurship in and outside of Jamaica, are correctly identified and explained.
	1.3	The importance of entrepreneurship to economic development and employment is explained clearly.
	1.4	The findings of research conducted on entrepreneurial ventures and successes in the Caribbean region are clearly presented in an appropriate format.
	1.5	Differences between wage employment and entrepreneurial ventures are correctly stated.
2. Identify and assess entrepreneurial characteristics	2.1	Relevant research is carried out and required entrepreneurial characteristics identified.
	2.2	Entrepreneurial characteristics identified are assessed and ranked.
	2.3	An understanding of the process and discipline that enable an individual to evaluate and shape choices and to initiate effective action is correctly demonstrated.
	2.4	Factors that will help an entrepreneur to manage the risk and uncertainties of the future, while maintaining a future orientated frame of mind, are identified.
3. Develop self-assessment profile	3.1	Self-assessment tools/methods to identify personal entrepreneurial potential are identified and properly used.
	3.2	The ability to apply creativity, problem-solving techniques and principles to solve business related problems are demonstrated.

-
- 3.3 Feedback from others for the purpose of becoming aware of blind spots and for reinforcing or changing existing perceptions of strengths/ weaknesses is appropriately obtained.
4. Craft an entrepreneurial strategy
- 4.1 A profile of the past that includes accomplishments and preferences in terms of life and work styles, coupled with a look into the future and an identification of what one would like to do is developed.
- 4.2 Commitment, determination and perseverance; orientation towards goals; taking initiative and accepting personal responsibility; recognizing management competencies and identifying areas for development are determined.
- 4.3 Written guidelines to obtain feedback that is solicited, honest, straightforward, and helpful but not all positive or negative are developed to facilitate reviews.
- 4.4 Framework and process for setting goals which demand time, self-discipline, commitment, dedication and practice are developed.
- 4.5 Goals established are specific and concrete, measurable, relate to time, realistic and attainable.
- 4.6 Priorities, including identifying conflicts and trade-offs and how these may be resolved are established.
- 4.7 Potential problems, obstacles and risks in meeting goals are identified.
- 4.8 Specified action steps that are to be performed in order to accomplish goals are identified.
- 4.9 The method by which results will be measured is indicated.
- 4.10 Milestones for reviewing progress and tying these to specific dates on a calendar are established.
- 4.11 Sources of help to obtain resources are identified.
- 4.12 Evidence of the ability to review process and periodically revise goals is demonstrated.

RANGE STATEMENT

At this stage of the entrepreneurial process the entrepreneur must be able to conduct a self-assessment profile, examine the frame work for self assessment, develop a personal entrepreneurial strategy, identify data to be collected in the self-assessment process and learn about receiving feedback and setting goals.

Concepts associated to include:

- risk
- entrepreneurship
- macro-screening
- micro-screening
- competition
- wage employment

The entrepreneur must be able to:

- understand the extreme complexity in predicting or aligning him/herself to specific careers in an environment of constant change
- determine the kind of entrepreneur he or she wants to become based on attitudes, behaviours, competencies, experience and how these fit with the requirements and demands for a specific opportunity
- evaluate thoroughly his or her attraction to entrepreneurship
- effectively develop personal plan
- utilize available information that will enhance his or her ability to achieve success

Influencing factors to include:

- market conditions
- markets – demand/supply
- global trends
- level of economic activities
- funding
- economic stability
- social stability
- resources availability

The entrepreneur may encounter setbacks if the planning process is not effectively pursued.

Pitfalls may include:

- proceeding without effective planning which may result in commitment to uncertainty
- personal plans fail for the same reasons as business plans including frustration if the plan appears not to be working immediately and the challenges of changing behaviour from an activity-oriented routine to one that is goal oriented
- developing plans that fail to anticipate obstacles, and those that lack progress commitment to a premature path with the desirability of flexibility can lead to disaster
- milestones and reviews

EVIDENCE GUIDE

Competency is to be demonstrated when the entrepreneur is able to undertake a personal entrepreneurial assessment exercise to determine if he or she possesses the necessary credentials to be a successful entrepreneur. This stage of the entrepreneurial process is critical since experience has shown that the founder is one of the deciding forces if the venture is to succeed and prosper.

(1) Critical Aspects of Evidence

The entrepreneur will be assessed by his/her action in developing an orchestrated plan in order to effectively pursue the business concept.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- personal entrepreneurial profile systems
- effective management systems: marketing, operations/productions, finance, administration, law
- how to measure feedback
- the method of developing a personal plan
 - and a business plan
- understanding the difference between entrepreneurial culture and management culture

Skills

The ability to:

- determine barriers to entrepreneurship
- minimize exposure to risk
- exploit any available resource pool
- tailor reward systems to meet a particular situation
- effectively plan and execute activities
- use computer technology to undertake assessments

(4) Resource Implications

The following resources should be made available:

Personal computer with access to the Internet and appropriate software that will enable one to conduct the necessary analysis using the Internet.

(5) Method of Assessment

A useful method of assessment is to determine if the venture can stand up to the test of critical evaluation.

(6) Context of Assessment

This stage of the entrepreneurial process is assessed when comparisons are made between actual outcomes and plans/projections.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFFIN0522A: Enhance finishes

Competency Descriptor:

This unit deals with skills and knowledge required to cut and buff and to apply materials to a coated surface by hand to enhance the finish.

Competency Field: Timber Furniture Manufacturing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare for work	1.1	Workplace information, including materials application, safety information and material safety data sheets, 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	Occupational Health & Safety (OH&S) 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-finishing task.
2.1	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.

- | | |
|--|---|
| 3.1 Apply finishing materials | 3.1 Techniques for hand application of materials are identified. |
| | 3.2 Finishing materials are applied according to job instructions, material manufacturers' 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. |
| 4.1 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. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

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 in the enhancement of finishes.

The following variables may be present for this particular unit.

Surfaces may include but are not limited to:

- solid timber
- manufactured board
- metal

OH&S requirements include:

- legislation
- building codes
- material safety management systems
- hazardous substances and dangerous goods code
- local safe operating procedures

Personal protective equipment to include:

- coverall
- safety boots
- gloves
- dust mask
- safety helmet

Information and procedures

- workplace procedures relating to the use and operation of tools and equipment.
- work instructions, including job sheets, plans, drawing and designs.
- workplace procedures relating to reporting and communication.
- manufacturers' specifications and operational procedures.

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of 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
- on two occasions, one including a curved surface, enhance existing finishes by
- cutting down
- pulling in, and
- compounding and buffing

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- LMFFIN0401A: Use furniture finishing hand and power tools

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- identification of hand application techniques
- the 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, required viscosity
- the methods to prevent contamination of surfaces during and after finishing
- workflow in relation to the application of finishing material

Skills

The ability to:

- collect, organise and understand information related to coating materials, cleaning materials, work orders and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications, co-ordination of work with site supervisor, other workers and customers, and the reporting of work outcomes and problems
- plan and organise activities, including the preparation and layout of the worksite and the obtaining of coating equipment and materials to avoid any back tracking, workflow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate paint and other material requirements
- use pre-checking and inspection techniques to anticipate coating problems, avoid reworking and avoid wastage
- use the limited workplace technology related to coating, including tools, equipment and measuring devices

(4) Resource Implications

- hand finishing application equipment, compounds, waxes and oils and finishes requiring enhancement

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment should be conducted over time may be in conjunction with assessment of other relevant units of competency.

(6) Context of assessment

Assessment may occur on the job or in a workplace simulated facility with relevant process equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

LMFFIN0532A: Repair and touch up surfaces

Competency Descriptor:

This unit deals with the skills and knowledge required to apply techniques to repair and touch up damaged furniture surfaces.

Competency Field: Timber Furniture Manufacture

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare for work	1.1 Workplace information, including materials application and safety information, material safety data sheets, 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 Processing and application techniques, time and safety requirements are identified and used for work planning. 1.5 Tools, equipment and accessories are selected and checked for safe and effective operation for the surface 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 manufacturers' 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, material manufacturers' 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. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Work is carried out in accordance with statutory 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 in the application of surface coatings.

The following variables may be present for this particular unit.

Surface faults may include:

- machine marks
- bruising
- pencil marks
- grease
- cross-sanding marks
- scratches
- glue marks
- dirt marks
- insect and termite holes
- holes
- knots
- blisters
- rubber marks
- burns or tears
- ropiness, and
- foreign matter in the polish

Repair techniques are to include:

- decontamination and repair
- stripping
- wash off
- stopping (epoxy, button lac, water putty, wax)
- plugs and refinishing

Tools and equipment may include, but are not limited to:

- brushes
- rollers
- soup rubbers
- paint trays
- power agitators
- sanders
- liquid containers
- scrapers
- quirk sticks
- sandpapers
- cotton rags
- hessian
- steel wool
- sandpaper
- abrasive papers

Personal protective equipment to include:

- coverall
- safety boots
- gloves
- dust mask
- safety helmet

OH&S requirements include:

- relevant statutory requirements
- material safety management systems
- hazardous substances and dangerous goods safe operating procedures

Surfaces may include but are not limited to:

- solid timber
- manufactured board
- metal

Materials to be applied may include but are not limited to:

- lacquers
- paints
- acrylics
- enamels
- one-pot polyurethane
- mentholated spirits
- pigments
- spirit colours

Information and procedures:

- workplace procedures relating to the use and operation of tools and equipment
- workplace instructions, including job sheets, plans, drawings and designs
- workplace procedures relating to reporting and communications
- manufacturers' instructions for the use of equipment and materials

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be determined to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

(1) Critical Aspects of 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
-

Repair and finish a minimum of four damaged surfaces, including:

- a strip off and refinish
- two touch ups involving different repair techniques,
- with only one being a metal surface

Maintain application equipment.

Work effectively with others.

Modify activities to cater for variations in workplace contexts and environment

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- LMFFIN0401A: Use furniture finishing hand and power tools

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- 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 recoat ability
- the methods to prevent contamination of surfaces during and after surface coating
- workflow in relation to the application of surface coatings

Skills

The ability to:

- collect, organise and understand information related to coating materials, cleaning materials, work orders and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications, co-ordination of work with site supervisor, other workers and customers, and the reporting of work outcomes and problems
- plan and organise activities including the preparation and layout of the worksite and the obtaining of coating equipment and materials to avoid any back tracking, work flow interruptions or wastage
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- use mathematical ideas and techniques to correctly complete measurements, calculate area, estimate paint requirements and estimate material requirements
- use pre-checking and inspection techniques to anticipate coating problems, avoid reworking and avoid wastage
- use the limited workplace technology related to coating including tools, equipment and measuring devices

(4) Resource Implications

- surface coating application equipment, coatings, other consumables, and materials to be repaired

(5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other relevant units of competency.

(6) Context of Assessment

Assessment may occur on the job or in a workplace simulated facility with relevant process equipment, materials, work instructions and deadlines.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.