

Competency Standards for Caribbean Vocational Qualifications (CVQ)

CCLMF30303

Level III in Soft Furnishing

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
LMFCOR0051A	Draw and interpret simple drawings	Mandatory	30
LMFCOR1331A	Move and store materials and products	Mandatory	20
LMFCOR0071A	Read and interpret work documents	Mandatory	20
ITICOR0011A	Carry out data entry and retrieval procedures	Mandatory	40
LMFSOF1361A	Produce basic soft furnishing accessories	Mandatory	15
LMFSOF1371A	Cut single layer fabrics	Mandatory	10
LMFSOF1382A	Machine sew materials	Mandatory	10
LMFSOF1402A	Hand sew soft furnishings	Mandatory	10
LMFSOF1422A	Calculate fabric quantities for window coverings	Mandatory	15
LMFSOF1432A	Construct unlined curtains/drapes	Mandatory	15
LMFSOF1442A	Construct lined curtains/drapes	Mandatory	20
LMFSOF1482A	Fit and adjust interior blinds	Mandatory	10
LMFSOF1492A	Dress windows	Mandatory	20
LMFSOF1501A	Use soft furnishing sector hand and power tools	Mandatory	20
LMFSOF1533A	Follow patterns to produce window toppings	Mandatory	15
LMFSOF1573A	Lay out patterns and cut fabrics	Mandatory	10
LMFSOF1583A	Measure up and calculate fabric quantities for window coverings	Mandatory	10
LMFSOF1593A	Manufacture bedspreads	Mandatory	15
LMFSOF1603A	Manufacture bed linen and table cloths	Mandatory	15
LMFSOF1613A	Advise customers on interior decoration	Mandatory	10
LMFSOF1633A	Follow patterns to produce soft furnishing accessories	Mandatory	10
LMFSOF1412A	Operate a steam press	Elective	10
LMFSOF1452A	Construct padded pelmets	Elective	15
LMFSOF1462A	Make up tracks for window coverings	Elective	20
LMFSOF1472A	Fit and adjust window treatment hardware	Elective	10
LMFSOF1511A	Operate drop cutting machines	Elective	15
BSBSBM0012A	Craft personal entrepreneurial strategy	Elective	50
LMFSOF1522A	Use automated curtain pleating equipment	Elective	20
LMFSOF1543A	Construct roman style blinds	Elective	15
LMFSOF1553A	Construct Austrian/festoon style blinds	Elective	15
LMFSOF1563A	Chemically join textiles	Elective	15
LMFSOF1623A	Install motorised curtains and blinds	Elective	10
LMFSOF1643A	Provide technical advice to customers	Elective	15

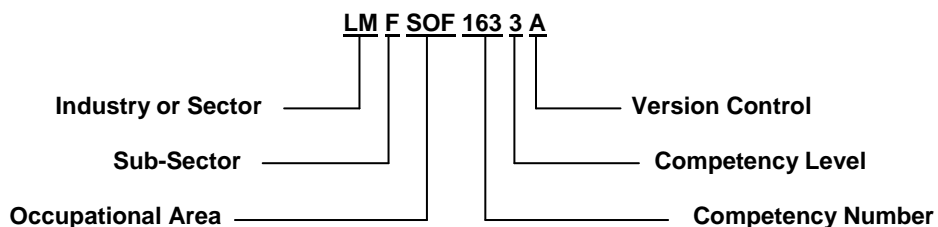
Unit Number	Unit Title	Mandatory /Elective	Hours
SUPERVISORY COMPETENCIES			
BSBCOR0023A	Organise personal work priorities and development	Mandatory	25
BSBFLM0023A	Support leadership in the workplace	Mandatory	20
BSBFLM0033A	Contribute to effective workplace relationships	Mandatory	20
BSBFLM0043A	Participate in work teams	Mandatory	20
BSBFLM0053A	Support operational plan	Elective	20
BSBFLM0063A	Provide workplace information and resourcing plans	Elective	30
BSBFLM0093A	Support continuous improvement systems and processes	Elective	15
BSBCOR0103A	Deliver and monitor a service to customer	Elective	20
BSBFLM0013A	Support a workplace learning environment	Elective	35
BSBCOR0113A	Maintain workplace safety	Elective	40

To be awarded this Caribbean Vocational Qualification (CVQ) all core competency standards must be achieved. Electives achieved with the qualification will be awarded unit statement of competency.

The nominal training hours are a guide for planning the delivery of Training Programmes.

Legend to Code

Example: LMF^SOF1633A



Key: LMF – Light Manufacturing (Furnishing) Man – Mandatory; BSB – Business Services (Business); SBM – Small Business Management; ITI – Information & Communication (Information Technology); FLM – Front Line Management; FMK – Furniture Making

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.

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|---|-----|--|
| 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.

LMFCOR0051A: Draw and interpret simple drawings

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively draw and interpret simple layout drawings and sketches, and applies to individuals working in the furnishing industry.

Competency Field:

Timber Furniture Manufacturing

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare for drawing	1.1 Drawing instruments and supplies are correctly identified and selected. 1.2 Alphabet of lines is identified and applied with all lines distinct, easily read and of the appropriate line weight and type. 1.3 Measurements are performed using appropriate scales. 1.4 Lettering is constructed distinctly and is easily read.
2. Draw geometric constructions	2.1 The completed drawing illustrates a series of geometric shapes and activities. 2.2 The finished drawing is neat and clear of smudges.
3. Construct multi-view (orthographic 2-D) drawing	3.1 The drawing illustrates three views of specified object with correct line representation. 3.2 The finished multi-view drawing is constructed correctly.
4. Develop a pictorial (3D) drawing	4.1 The drawing has a correct view orientation (isometric). 4.2 The complete pictorial (3D) drawing is correctly developed with hidden features.
5. Construct and dimension drawings	5.1 All major features on the drawing are appropriately dimensioned to correct specification. 5.2 All necessary details and information are shown.
6. Apply notes and leaders	6.1 The finished drawing is neatly and appropriately labelled. 6.2 Completed drawing illustrates correct application of notes and leaders.

7.	Prepare freehand sketch	7.1	Sketch correctly drawn with appropriate views where applicable.
		7.2	Necessary dimensions are shown and instructions and/or information conveyed by appropriate use of notes.
8.	Interpret details from sketches and drawings	8.1	Components, assemblies or objects correctly identified.
		8.2	Commonly used symbols and abbreviations are recognised.
		8.3	Dimensions and instructions are identified and followed as required.
		8.4	Material requirements are correctly identified as required.

RANGE STATEMENTS

This unit applies to the preparation and interpretation of simple working drawings and sketches of furniture components or units.

Drawing instruments and supplies:

- drafting kit
- CAD workstation
- drafting paper
- drawings/modules/photographs

Types of scale:

- architectural
- metric
- engineering
- civil

Measurement systems:

- metres/milimeter
- metric(SI) system

Multi-view (orthographic 2-D) drawings:

- full scale (1:1) orthographic 3-view drawing using third angle projection with top, front and right side view – show all hidden features and centrelines

Alphabet of line:

- object line
- hidden line
- centre line
- section line
- dimension
- extension line
- cutting line
- short break line
- phantom line

Geometric construction to include:

- circles
- regular polygons with four, six and eight sides
- pentagon inscribed within measured circle
- ellipse
- triangles with specified angles
- arcs thru three points; tangent to two circles

Pictorial (3-D) drawing to include:

- isometric corner with left and right side lines each 30 degrees up from horizontal and third line at a vertical, with all three lines joining in a common intersection
- full scale (1:1) basic isometric drawing

Dimension drawings:

- dimensioning styles and methods: coordinate, linear/datum
- dimensioning 2-D drawing
- dimensioning complex shapes: spheres, cylinders, tapers, pyramids

EVIDENCE GUIDE

Competency is to be demonstrated by developing and effectively reading and interpreting simple drawings and sketches to locate or identify specified features or specifications in accordance with the performance criteria and the range listed within the range statement.

(1) Critical Aspects and Evidence

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

- identify and understand various types of drawings
- identify alphabet of lines, scales, lettering, dimensions, symbols, abbreviations and key features
- identify title panel and reference date of drawings

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- types and use of drawing instruments and supplies
- identification of alphabet of lines, line type variation, order of usage and application on drawings
- types of scale and proportion and how they are used for measurement
- symbols, dimensions and terminology
- types of drawings and their applications

Skills

The ability to:

- make simple freehand sketches
- prepare technical drawings with drawing instruments and with Auto CAD
- read and interpret sketches and working drawings
- measure accurately
- communicate effectively

(4) Resource Implications

The following resources should be made available:

- drawing instruments/CAD
- drawing supplies
- objects for drawing

(5) Method of Assessment

Competency may be assessed in a training institution under direct supervision with regular checks by the instructor.

Competency in this unit would be determined by an individual working alone or based upon integrated project work.

Assessment would be continuous by checking at the various stages of the job application in accordance with the performance criteria.

The candidate will have access to drawing instrument, equipment, materials and documentation required.

(6) Context of Assessment

Competency should be assessed in a classroom environment in accordance with work practices and safety procedures.

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.

LMFCOR1331A: 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: Timber Furniture Manufacturing

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.
2.1	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 effects of ultra violet light or contamination are taken in arranging storage areas.

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| | 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 handling equipment:

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- 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 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
- 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 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

Critical Aspects of Evidence (Cont'd)

- 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 SkillsKnowledge

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.

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| 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.

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 is 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 retrieved using approved procedure.
 - 3.6 Formats to retrieved report or information conform to that required.
 - 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.

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| | 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

Software systems to include for:

- word processing
- spread sheet
- internet access

Files save on:

- network
- magnetic media
- personal PC

Data:

- textual
- numerical
- graphical

File operations:

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

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

The pre-requisite for this unit is:

- 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, 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.

LMFSOF1361A: Produce basic soft furnishing accessories

Competency Descriptor:

This unit deals with the skills and knowledge required to produce basic soft furnishing accessories such as basic cushions and other decorative items, following the requirements of patterns

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Identify work requirements	1.1	Job requirements are identified from work instructions and patterns.
		1.2	Occupational Health & Safety (OH&S) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work.
		1.3	Pattern is interpreted to determine tool, equipment and material requirements.
		1.4	Instructions for sequencing of work and particular measurements or adjustments are interpreted.
		1.5	Work sequence is planned, including quality checkpoints.
2	Prepare for work	2.1	Suitable work area is selected for the tasks.
		2.2	Materials are selected to match customer requirements, suitability for the purpose and work instructions.
		2.3	Potential hazards are identified from observation of the tools, equipment, materials and workplace reference material.
		2.4	Required tools, equipment and materials are collected in the work area selected.
3	Complete production	3.1	Soft furnishing accessories are produced following work instructions.
		3.2	Work is checked against patterns and work sheets at the identified checkpoints.
		3.3	Non-conformity with the required quality standards is rectified.

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| 4 | Finalise operations | 4.1 | Completed work is checked against required quality standards. |
| | | 4.2 | Documentation is completed following workplace procedures. |
| | | 4.3 | Work area is cleaned; tools and equipment are returned to storage. |
| | | 4.4 | Unused materials are returned to storage and waste and scrap are dealt with following workplace procedures. |

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 discretion, judgement and problem solving skills in the reading and interpreting of patterns, plans and instructions. This may be demonstrated either individually or in a team environment.

The following variables may be present for this particular unit.

Soft furnishing accessories may include:

- basic cushions
- bolsters
- soft tableware
- slip-on covers

OH&S requirements may include:

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

Pattern interpretation is to result in the determination of type of:

- material specified
- required tools and equipment for the task
- number and type of soft furnishing accessories to be produced
- quality requirements

Materials may include:

- plain and patterned fabric
- velvet
- vinyl
- piping cords
- wadding
- foam
- zips, and
- fasteners

Information and procedures:

- workplace procedures relating to the production of soft furnishing items
- work instructions, including job sheets, patterns, plans, drawings and designs
- workplace procedures relating to reporting and communication

Tools and equipment may include:

- measuring and calculating equipment, including tapes, rulers, calculators, computers
- fabric and general cutting and sewing tools, including scissors, saws, drills, staplers, sewing machines, hemming machines, over-lockers, glue guns

Personal protective equipment may include:

- safety glasses/goggles
- hair nets
- ear muffs/plugs
- gloves
- footwear
- protective clothing

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

Apply safe handling practices for equipment, products and materials.

Identify materials used and any special sewing or handling requirements for those materials. Interpret work order and locate and apply relevant information.

Interpret patterns and work instructions.

Produce at least one type of soft furniture accessory.

Select and use tools and equipment appropriate to the task, follow work instructions, operating procedures and inspection practices to:

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

Work effectively with others.

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

Report process or materials faults, damaged products or equipment.

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- LMFSOF1501A: Use soft furnishing sector hand and power tools

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- the types, characteristics, uses and limitations of basic soft furnishing materials
- the interpretation of patterns
- identification of equipment, processes and procedures
- workflow in relation to soft furnishing accessory production

Skills

The ability to:

- collect, organise and understand information related to basic plans and safety procedures
- communicate ideas and information to enable confirmation of work requirements and specifications, co-ordination of work with site supervisor 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 back tracking
- 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 production problems, avoid reworking and avoid wastage
- use workplace technology related to the production task, including specified tools, equipment, calculators and measuring

(4) Resource Implications

Access to the following should be provided

- patterns
- materials
- tools
- 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 will 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 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.

LMFSOF1371A: Cut single layer fabrics

Competency Descriptor:

This unit deals with the skills and knowledge required to measure out and cut single layer fabrics.

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan work operations	1.1 Required fabrics, number of items to be cut and required equipment are identified. 1.2 Fabric sizes to be cut are identified from work order plus any required allowances. 1.3 OH&S requirements, including ergonomic criteria and personal protection needs, are observed throughout the work. 1.4 Suitable work area is selected, tidied and cleaned of any contaminants. 1.5 Suitable scissors and or blades are selected and checked prior to use for appropriate sharpness, set, operation and safe condition. 1.6 Fabrics are selected in accordance with work order and laid out smooth and square.
2. Prepare materials for cutting	2.1 Fabrics are inspected for flaws and appropriate finish. 2.2 Naps, direction, pattern matches and face of the materials are identified. 2.3 Tools and equipment are checked for operation.
3. Complete cutting operations	3.1 Cutting is completed with cut out materials identified/labelled where required. 3.2 Any measurements for pleat lines, hems, headings and any special seam allowances are marked out using workplace approved methods. 3.3 Where required, fabrics are hung using appropriate protective covers and care label information is attached.

- 3.4 Cut lengths are dispatched to next process following workplace procedures.
- 3.5 Unused materials are stored as required.
- 3.6 Workplace required documentation is completed following appropriate procedures.
- 3.7 Work area is cleaned and damaged tools tagged as required.
- 3.8 Waste is collected and bundled for recycling/reuse 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-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 set up and operation of machines. This may be demonstrated either individually or in a team environment.

This unit applies to soft furnishings and upholstered items cut from measurements and instructions, and do not apply to cutting from patterns

Work may be performed in workplaces, which are involved in the manufacture of soft furnishings and upholstered furniture and in the repair and restoration of furnishing products.

The following variables may be present for this particular unit.

OH&S requirements may include:

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

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

- cutting equipment, including scissors and cutting machines
- measuring and calculating equipment, including tapes, rulers, calculators and computers

Products to be constructed may include, but are not limited to:

- curtains
- drapes
- swags
- cushions, and
- upholstered furniture component

Personal protective equipment may include:

- safety goggles/glasses
- hair nets
- ear muffs/plugs, gloves
- footwear
- protective clothing

Information and procedures:

- machine manufacturers' specifications and operational procedures
- workplace procedures relating to the setting and operation of machinery
- work instructions, including job sheets, cutting lists, 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

Interpret work order and locate and apply relevant information.

Apply safe handling practices for equipment, products and materials.

Identify materials used and any special marking out requirements.

Measure accurately and cut fabric quantities to minimise waste and produce consistent quality items for at least five different types of material or product.

Follow work instructions, operating procedures and inspection practices to:

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

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:

- LMFSOF1501A: Use soft furnishing sector hand and power tools

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- work requirements, including workplace standards
- fabric types, common faults and inspection procedures
- design features of the finished items in relation to attractive use of fabric patterns
- cutting equipment and techniques
- the impact of cutting on fabrics

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 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 fabric requirements and other material requirements
- use pre-checking and inspection techniques to anticipate cutting problems, avoid reworking and avoid wastage
- use the limited workplace technology related to cutting, including tools, equipment, calculators and measuring devices

(4) Resource Implications

- work orders
- fabrics, including linings and interlinings
- calculator and where available other workplace calculating
- cutting 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 will 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 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.

LMFSOF1382A: Machine sew materials

Competency Descriptor:

This unit deals with the skills and knowledge required to use sewing machines for production of soft furnishings, mattresses and bases, and upholstered furniture

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Identify sewing machine equipment controls and procedures	1.1	Job requirements are identified from work instructions.
		1.2	OH&S requirements, including ergonomic criteria and personal protection needs, are observed throughout the work.
		1.3	Equipment components, equipment condition and controls are identified.
		1.4	Operating procedures are checked to identify any approved adjustments.
		1.5	Equipment operations and production procedures are identified.
		1.6	The process for obtaining materials and moving products to the next process is identified.
2	Prepare for work	2.1	Work order or sample is checked to identify sewing specifications.
		2.2	Required materials, tools and equipment are assembled.
		2.3	Materials and equipment are inspected and any faults are identified and reported.
		2.4	Work sequence is planned to suit job, and materials are laid out.
		2.5	If required, naps, pattern direction and face side of materials are identified.
		2.6	Components are matched and secured with tacking, pins or adhesives as required.

		2.7	Any required supplementary equipment is identified for routine lubrication and adjustments.
3	Set up and control sewing machine operations	3.1	Sewing machine is set up and adjusted.
		3.2	Sewing operation is according to workplace procedures and material characteristics.
		3.3	Required product quality and outputs are maintained.
4	Maintain quality requirements	4.1	Machining process is monitored and conditions, which may affect work quality, are reported.
		4.2	Authorised changes in operating procedures are implemented.
5	Finish and dispatch work	5.1	Completed work is checked for required quality
		5.2	The completed is finished as required.
		5.3	The completed work is moved to the next process.
		5.4	Reusable material is collected and stored.
		5.5	Equipment and work area clean up and waste management completed according to workplace procedures.
		5.6	Workplace records are completed 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-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 set up and operation of machines. This may be demonstrated either individually or in a team environment.

The following variables may be present for this particular unit.

Materials to be machined may include but are not limited to plain and patterned fabrics.

Sewing specifications include:

- required materials, threads and additional work features
- seam and stitch specifications, and any special stitch requirements and allowances
- shape characteristics and special requirements
- needles, attachments and ancillary equipment and quality requirements

Sewing products include:

- top stitching
- gathering
- piping
- braid
- fringe
- flange cords
- straight fabric lengths
- padded material
- loose covers

Sewing processes may include:

- hemming
- seams
- machine tacking
- gathering
- multiple-layer sewing
- straight or zig zag sewing

Machines may include, but are not limited to:

- single or multi-needle flat bed
- over-locker
- blind hemming
- gathering
- flange
- bar tacking
- tape edging

Sewing machine set up and adjustment includes:

- thread machine and wind bobbin as required
- set required tensions
- select required machine settings, and
- test operations for work order requirements

Personal protective equipment may include:

- safety goggles/glasses
- hair nets
- ear muffs/plugs
- footwear
- protective clothing

Information and procedures:

- machine manufacturers' specifications and operational procedures
- workplace procedures relating to the setting and operation of machinery
- work instructions, including job sheets, plans, drawings and designs
- workplace procedures relating to reporting and communication
- the employee completes quality inspection of own 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

Apply safe handling practices for equipment, products and materials, including personal protective equipment.

Identify and operate three types of industrial sewing machines as identified in the Range of Variables.

Set up sewing machine for operations and monitor quality of output.

Interpret work order and locate and apply relevant information.

Follow work instructions, operating procedures and inspection practices to:

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

Work effectively with others.

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

Identify safe handling of equipment, products and materials.

(2) Pre-requisite Relationship of Units

- LMFSOF1501A: Use soft furnishing sector hand and power tools

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- the types, characteristics, uses and limitations of sewing machines
- characteristics of materials used and finished products
- safety and environmental aspects of sewing machine operations
- quality systems and standards
- workflow requirements for sewing process
- operation of work systems and industrial sewing equipment
- causes of faults and repair methods
- procedure for reporting damaged or imperfect products or interruptions to workflow

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 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 sewing problems, avoid reworking and avoid wastage
- use the workplace technology related to the sewing of materials, including tools, equipment and measuring devices

(4) Resource Implications

- appropriate industrial sewing machines
- work orders
- operating procedures
- materials and threads

(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 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.

LMFSOF1402A: Hand sew soft furnishings

Competency Descriptor:

This unit deals with the skills and knowledge required to hand sew hems and shaped components, and hand finish work for soft furnishings.

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify materials and sewing requirements	1.1	Required materials are identified from work order.
		1.2	Special requirements for the stitching, including stitch type, length and end finishing requirements are identified from work order.
2.	Assemble and organise materials to be sewn	2.1	OH&S requirements, including ergonomic criteria and personal protection needs, are observed throughout the work.
		2.2	Materials to be sewn are collected and inspected for appropriate quality.
		2.3	Naps, direction of pattern and face side of the materials are identified.
		2.4	Required shape or form of the finished item is made and secured using tacking stitches, pins, adhesives or fixtures to assist in sewing operations.
		2.5	Appropriate needle types are selected and threaded.
3.	Sew by hand	3.1	Materials are held to allow for sewing in the required direction.
		3.2	Hand sewing operations are completed to ensure finished components match work requirements.
4.	Finish work	4.1	Finished stitching, including sewn area, seam width, stitch length, end finishing, allowances, shape and finish are checked.
		4.2	Topstitching or other decorative features are checked for required finish.

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| | 4.3 | Where required, stitching or seams are eased and work is pressed for the next stage. | |
| | 4.4 | Raw edges are trimmed and any loose or untrimmed threads are removed. | |
| | 4.5 | Any part of the work, which does not comply with work order is rectified. | |
| | 4.6 | Problems are notified following workplace procedures | |
| 5. | Complete work for next process | 5.1 | Finished work is folded, protected and dispatched to the next process following workplace procedures. |
| | | 5.2 | Any required documentation is completed and stored following 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 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 set up and operation of machines. This may be demonstrated either individually or in a team environment.

The following variables may be present for this particular unit.

The purposes of hand sewing include:

- sewing and manipulation requirements for hand sewing a range of upholstery and other furnishing fabrics
- the joining of all types of fabrics, single or multi thickness, partly constructed materials, heavy materials, including leather
- hemming, seams, tacking, button attachment, hand finishing of trims and decorations

OH&S requirements may include:

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

Tools and equipment may include a range of needles and threads

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

- plain and patterned fabrics for a variety of curtains, drapes and cushions
- attachments
- lining
- interlining
- webbings, or
- padding

Hand sewing work requirements must ensure that:

- beginning and end of stitching are secure
- appropriate allowances (or hem and/or other allowance), stitch type, length and visibility are used
- sewn area or hems are flat and/or appropriately shaped
- finished components match work requirements

Sewing direction is determined by:

- stitch type and location
- personal right-hand or left-hand preference of the sewer
- manipulation requirements for the bulk and slipperiness of the materials

Information and procedures:

- machine manufacturers' specifications and operational procedures
- workplace procedures relating to the setting and operation of machinery
- 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

Apply safe handling practices for equipment, products and materials.

Identify materials used and any special sewing requirements for the materials to be sewn.

Hand sew at least five different soft furnishing products or using five different techniques.

Interpret work order, copy samples and locate and apply relevant information.

Follow work instructions, operating procedures and inspection practices to:

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

Work effectively with others.

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

Report process or materials faults, damaged products or equipment.

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- work requirements, including workplace standards
- identification of techniques and procedures for the sewing processes
- fabric types, common faults and inspection procedures
- methods to be used with different fabric types
- risks to health from repetitive actions and prevention strategies
- design features of the articles sewn in relation to the methods and stitches to be used

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 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 sewing problems, avoid reworking and avoid wastage
- use the limited workplace technology related to the sewing, including tools, equipment and measuring devices

(4) Resource Implications

- appropriate sewing equipment
- fabrics
- work order
- workplace information, including work procedures

(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 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.

LMFSOF1422A: Calculate fabric quantities for window coverings

Competency Descriptor:

This unit deals with the skills and knowledge required to calculate fabric quantities for window coverings

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Prepare for calculations	1.1	Measuring and calculating equipment are collected.
		1.2	Mathematical processes and guide charts required are identified.
		1.3	Drape requirements, fabric types and lining/interlining requirements are noted from work order.
2.	Calculate drape fabric requirements	2.1	Occupational Health & Safety (OH&S) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work.
		2.2	Fabric repeats are measured for customer selected fabrics and recorded.
		2.3	Fabric width is checked taking note of any wider than usual selvages.
		2.4	Finished length of window covering is identified from order.
		2.5	Heading type is identified from order and fullness ratio is identified.
		2.6	Number of fabric drops per curtain is calculated.
		2.7	Length of each fabric drop is calculated based on finished length plus hem and heading allowances and pattern repeats.
		2.8	Allowances for seams, hems, headings, drape fullness or heading type is noted on the work order.
3.	Calculate lining and interlining quantities	3.1	Width of lining (and, where required, interlining fabrics) is noted.
		3.2	Number of lining/interlining widths is calculated based on required number of drape drops.

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| | 3.3 | Length of lining/interlining drops is calculated, including hem allowances. |
| | 3.4 | Amount of lining/interlining fabric is calculated and marked on work order. |
| | 3.5 | Procedures for minimising waste fabric are identified and used. |
| 4. | Complete documentation | |
| | 4.1 | Work orders for cutting and machining are completed following workplace procedures. |
| | 4.2 | Documentation is forwarded to appropriate work areas and filed as required. |

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 measurement and calculation of fabric quantities.

Window covering calculations cover work involved in the calculations for fabric and lining quantities for all curtains, Austrians, Romans and festoon blinds.

The following variables may be present for this particular unit.

Calculation of the number of drops is based on:

- useable drapery fabric width
- fullness requirements for heading type
- size of returns and overlaps
- track width identified in customer order

OH&S requirements may include:

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

Tools and equipment may include measuring and calculating equipment, including:

- tapes
- rulers
- calculators
- computers

Materials may include all forms of:

- curtaining and other window covering material

Information and procedures:

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

Personal protective equipment may include:

- safety goggles/glasses
- hair nets
- ear muffs/plugs, gloves
- footwear
- protective clothing

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 materials used and any special handling requirements for those materials.

Apply safe handling practices for equipment, products and materials.

Interpret work order and locate and apply relevant information.

Measure and accurately calculate fabric quantities to minimise waste and produce consistent quality drapes for at least five different types of window coverings.

Identify materials used and any special marking out requirements.

Follow work instructions, operating procedures and inspection practices to:

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

Work effectively with others.

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

Report process or materials faults, damaged products or equipment.

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- fabric types, common faults and inspection procedures
- design features of the fabrics and finished curtains in relation to attractive draping requirements
- work requirements, including workplace standards

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 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 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
- use mathematical ideas and techniques to correctly complete measurements and estimate material requirements
- use pre-checking and inspection techniques to anticipate calculation problems, avoid reworking and avoid wastage
- use workplace technology related to the task, including calculators and measuring devices

(4) Resource Implications

- work orders, fabrics, including linings and interlinings, calculator and, where available, workplace pleat calculating charts

(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 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 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 1	
Use technology	Level 2	

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

LMFSOF1432A: Construct unlined curtains/drapes

Competency Descriptor:

This unit deals with the skills and knowledge required to construct and machine sew unlined, pleated and gathered curtains/drapes.

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Establish work requirements and prepare for work	1.1	Occupational Health & Safety (OH&S) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work.
		1.2	Work order requirements are checked and confirmed.
		1.3	Heading type is recognised to identify personal work requirements for measuring, calculating, sewing, folding and finishing.
		1.4	Correct side of fabric, naps, direction of pattern and pattern matches are identified.
		1.5	Drapery panels are checked for faults.
		1.6	Appropriate needle types for the fabric are selected and threaded.
2.	Lay out work to be sewn	2.1	Top fabric is folded bringing edges to be seamed together to match any pattern and to maintain an appropriate finished length following workplace quality requirements.
		2.2	Fabric is held together and, where required, supported with pins or other workplace approved methods.
3.	Stitch seams and form corners	3.1	Curtain fabrics are held to allow for personal right-hand or left-hand preference of the sewer, and manipulation requirements for the bulk and slipperiness of the materials.
		3.2	Machine sewing operations are completed correctly.
		3.3	Corners are folded and formed to match work order requirements, inserting any required weight bags.
		3.4	Hems are completed using any required weights, stitch type and appropriate sewing method.
		3.5	Corners are stitched and finished, trimming any threads.

- | | | | |
|----|--------------------------------|-----|---|
| 4. | Construct curtain headings | 4.1 | Curtain heading tape is attached according to workplace approved method and job instructions. |
| | | 4.2 | Sewn pleat spaces are kept uniform within drops. |
| | | 4.3 | Care labels are fixed to heading or hem of curtain according to workplace standards. |
| 5. | Finish work | 5.1 | Finished curtain panels, including stitch length, end finishing and final length of finished curtain panels, are checked against work requirements. |
| | | 5.2 | Work is pressed for the next work stage. |
| | | 5.3 | Any parts of the work, which do not comply with work order are rectified. |
| 6. | Complete work for next process | 6.1 | Workplace required documentation is completed and stored following appropriate procedures. |
| | | 6.2 | Finished work is folded, protected and dispatched to next process following 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 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 set up and operation of machines. This may be demonstrated either individually or in a team environment.

Construction of unlined/coated curtains/drapes covers work involving sewing and manipulation requirements for machine sewing a range of curtain heading styles.

The following variables may be present for this particular unit.

Curtains/drapes are to include:

- gathered
- slotted (rod pocket)
- pencil pleat and pinch pleat, and may include:
- tab top
- knife pleat
- goblet pleat, and
- cartridge

OH&S requirements may include:

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

Machines may include, but are not limited to:

- industrial sewing machines
- pressing equipment

Work order requirements are to cover:

- widths and numbers of finished curtain panels, heading style, number and spacing of pleats
- finishing and any filling of curtain headings

Tools and equipment may include:

- measuring and calculating equipment
- including tapes, rulers, calculators
- computers
- fabric and general cutting and sewing tools, including scissors, sewing machines
- hemming machines
- over-lockers
- pleating
- machines

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

- lining
- interlining and curtain fabrics
- fasteners
- threads

Marking out is to cover:

- returns
- overlaps
- pleats
- spaces

Personal protective equipment may include:

- safety goggles/glasses
- hair nets
- ear muffs/plugs, gloves
- footwear
- protective clothing

Machine sewing operations must ensure:

- straight stitching along marked pleat line from the top of the heading to the lower edge of the stiffening material or vice versa
- securing of beginning and end of threads of the stitching with even and appropriate seam stitch type, length, visibility
- seams are flat
- the inclusion of care labels and fibre content labels where required
- finished components match work requirements

Information and procedures:

- machine manufacturers' specifications and operational procedures
- workplace procedures relating to the setting and operation of machinery
- 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

Apply safe handling practices for equipment, products and materials.

Interpret work order to manufacture the required lined curtains.

Measure accurately.

Identify materials used and any special sewing requirements for those materials.

Construct at least four different types of pleated or gathered curtains/drapes.

Follow work instructions, operating procedures and inspection practices to:

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

Work effectively with others.

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

Report process or materials faults, damaged products or equipment.

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- LMFSOF1501A: Use soft furnishing sector hand and power tools

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- identification of equipment, processes and procedures for the sewing operations
- fabric types, common faults and inspection procedures
- risks to health from repetitive actions and prevention strategies
- design features of the heading styles sewn in relation to work requirements
- work requirements, including workplace standards

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, 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, calculate area, avoid waste and estimate material requirements
- use pre-checking and inspection techniques to anticipate construction problems, avoid reworking and avoid wastage
- use the limited workplace technology related to the construction tasks, including tools, equipment, calculators and measuring devices

(4) Resource Implications

Appropriate sewing machine, fabrics, work order, workplace information, including work procedures and/or equipment instructions.

(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 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.

LMFSOF1442A: Construct lined curtains/drapes

Competency Descriptor:

This unit deals with the skills and knowledge required to construct and machine sew lined curtains/drapes.

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Establish work requirements and prepare for work	1.1	Occupational Health & Safety (OH&S) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work.
		1.2	Work order requirements are checked and confirmed.
		1.3	Heading type is recognised to identify personal work requirements for measuring, calculating, sewing, folding and finishing.
		1.4	Correct side of fabric, naps, direction of pattern and pattern matches are identified.
		1.5	Lining attachment method is recognised to identify any attachments and fasteners, trims and sewing requirements.
		1.6	Drapery panels are checked for faults.
		1.7	Appropriate needle types for the fabric are selected and threaded.
2.	Lay out work to be sewn	2.1	Top fabric is folded bringing edges to be seamed together to match any pattern and to maintain an appropriate finished length following workplace quality requirements.
		2.2	Linings and any interlining materials are laid out and folded ready for sewing.
		2.3	Fabric is held together and, where required, supported with pins or other workplace approved methods.
3.	Stitch seams and form corners	3.1	Curtain fabrics are held to allow for personal right-hand or left-hand preference of the sewer, and manipulation requirements for the bulk and slipperiness of the materials.

- 3.2 Linings to be bagged are sewn in place.
- 3.3 Machine sewing operations are completed correctly.
- 3.4 Corners are folded and formed to match work order requirements, inserting any required weight bags.
- 3.5 Hems are completed using any required weights, stitch type and appropriate sewing method.
- 3.6 Corners are stitched and finished, trimming any threads.
- 4. Construct curtain headings
 - 4.1 Curtain heading tape is attached according to workplace approved method and job instructions.
 - 4.2 Attached lining and interlinings are sewn into heading.
 - 4.3 Sewn pleat spaces are kept uniform within drops.
 - 4.4 Linings and interlinings are attached to curtain backs by sewing or using appropriate fasteners.
 - 4.5 Care labels are fixed to heading or hem of curtain according to workplace standards.
 - 4.6 Separate linings are sewn using appropriate heading tape and attached to curtain.
- 5. Finish work
 - 5.1 Finished curtain panels, including stitch length, end finishing and final length of finished curtain panels are checked against work requirements.
 - 5.2 Work is pressed for the next work stage.
 - 5.3 Any parts of the work, which do not comply with work order, are rectified.
- 6. Complete work for next process
 - 6.1 Workplace required documentation is completed and stored following appropriate procedures.
 - 6.2 Finished work is folded, protected and dispatched to next process following 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 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 set up and operation of machines. This may be demonstrated either individually or in a team environment.

Construction of lined curtains and drapes covers work involving sewing and manipulation requirements for machine sewing a range of linings, which are to include detached and sewn-in linings, and may include interlined, loose-lined and bag-lined products.

The following variables may be present for this particular unit.

OH&S requirements may include:

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

Machines may include, but are not limited to:

- industrial sewing machines
- pressing equipment

Tools and equipment may include:

- measuring and calculating equipment, including tapes, rulers, calculators, computers
- fabric and general cutting and sewing tools, including scissors, sewing machines,
- hemming machines, over-lockers, pleating machines

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

- lining
- interlining and curtain fabrics
- fasteners
- threads

Work order requirements are to cover:

- widths and numbers of finished curtain panels, heading style, number and spacing of pleats
- finishing and any filling of curtain headings

Personal protective equipment may include:

- safety glasses/goggles
- hair nets
- ear muffs/plugs
- gloves
- footwear
- protective clothing

Machine sewing operations must ensure:

- straight stitching along seam lines from
- the top to the lower edge of the material or
- vice versa
- securing of beginning and end of threads of the stitching with even and appropriate seam stitch type, length, visibility
- seams are flat
- the inclusion of care labels and fibre content labels where required
- finished components match work requirements

Marking out to cover:

- returns
- overlaps
- pleats
- spaces

Information and procedures:

- machine manufacturers' specifications and operational procedures
- workplace procedures relating to the setting and operation of machinery
- 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

Apply safe handling practices for equipment, products and materials.

Interpret work order to manufacture the required lined curtains.

Identify materials used and any special sewing requirements for those materials

Measure accurately.

Construct at least two different types of lined curtains/drapes.

Follow work instructions, operating procedures and inspection practices to:

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

Work effectively with others.

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

Report process or materials faults, damaged products or equipment.

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- LMFSOF1501A: Use soft furnishing sector hand and power tools

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- Identification of workplace standards, equipment and procedures for the sewing operations.
- Fabric types, lining and interlining materials, including common faults and inspection procedures.
- Prevention strategies for risks to health from lifting, stretching and repetitive actions.
- How the design features of the curtains effect constructing the lined curtains.

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, 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, calculate area, avoid waste and estimate material requirements
- use pre-checking and inspection techniques to anticipate construction problems, avoid reworking and avoid wastage
- use the limited workplace technology related to the construction tasks, including tools, equipment, calculators and measuring devices

(4) Resource Implications

Appropriate sewing machine, fabrics, work order, workplace information, including work procedures and/or equipment instructions.

(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 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.

LMFSOF1482A: Fit and adjust interior blinds

Competency Descriptor:

This unit deals with the skills and knowledge required to fit and adjust interior blinds, including Roman, Austrian, festoon, Holland, Venetian, vertical and pleated.

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify products, fittings and attachments to be used	1.1	Type of blind to be fitted and work order requirements are identified.
		1.2	Attachments, required materials and tools are identified from work instructions and (where necessary) site inspection.
		1.3	The effect of the fitting process on overall finished window is identified.
2.	Plan process for fitting blinds	2.1	Occupational Health & Safety (OH&S) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work.
		2.2	Appropriate equipment is identified to minimise risks of damage to customer's premises or injuries to self.
		2.3	Manufacturers' information on products used is located and used to plan work.
		2.4	Attachment process is planned to conform to quality requirements, maximise the appearance of the finished work and provide for the most economical use of materials and labour.
		2.5	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition.
		2.6	Blind operating mechanism is set up and checked against workplace requirements and work instructions.

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| 3. | Complete fitting operations | 3.1 | Work plan is followed ensuring compliance with workplace procedures and OH&S requirements. |
| | | 3.2 | Blinds are fitted and tested for correct operation. |
| | | 3.3 | Pelmets, cord brackets or pulleys are fitted using appropriate hardware and adjusted to suit blind operation. |
| 4. | Clean work area | 4.1 | Work site and any equipment used are cleaned and stored appropriately. |
| | | 4.2 | Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed. |
| | | 4.3 | Completed work is inspected and compared to workplace quality requirements. |
| | | 4.4 | Fittings and blinds which do not meet quality specifications are repaired on-site or returned to the workroom for repair. |
| | | 4.5 | Appropriate documentation is 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 set up and operation of machines. This may be demonstrated either individually or in a team environment.

The following variables may be present for this particular unit.

May to be fitted may include but are not limited to: OH&S requirements may include:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Roman • Austrian • Festoon • Holland • Venetian • vertical • pleated | <ul style="list-style-type: none"> • relevant statutory requirements • material safety management systems • hazardous and dangerous goods codes • safe operating procedures |
|--|---|

Tools and equipment may include, but are not limited to hand and power tools, including:

- hammers
- screwdrivers
- drills

Personal protective equipment may include:

- safety goggles/glasses
- hair nets
- ear muffs/plugs, gloves
- footwear
- protective clothing

Information and procedures:

- machine manufacturers' specifications and operational procedures
- workplace procedures relating to the setting and operation of machinery
- 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

Apply safe handling practices for equipment, products and materials.

Interpret work order and locate and apply relevant information.

Fit and adjust at least five different types of interior blinds.

Follow work instructions, operating procedures and inspection practices to:

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

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:

- LMFSOF1501A: Use soft furnishing sector hand and power tools

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- types, uses, limitations and operating mechanisms of interior blinds
- identification of equipment, processes and procedures
- workflow in relation to fitting blinds

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, 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
- mathematical ideas and techniques. Use mathematical ideas and techniques to correctly complete measurements, avoid waste and estimate material requirements
- use pre-checking and inspection techniques to anticipate fitting problems, avoid reworking and avoid wastage
- use workplace technology related to fitting and adjustment tasks, including tools, equipment and measuring devices

(4) Resource Implications

- blinds
- tools and equipment
- appropriate quality specifications work instructions

(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 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.

LMFSOF1492A: Dress windows

Competency Descriptor:

This unit deals with the skills and knowledge required to decoratively install and adjust window finishing.

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify window finishing to be installed	1.1	Type of window finishing to be fitted and work order requirements are identified.
		1.2	Materials and tools are identified from work instructions and, where necessary, site inspection.
		1.3	The effect of the fitting process on overall finished window is identified.
2.	Plan process for dressing window	2.1	Occupational Health & Safety (OH&S) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work.
		2.2	Appropriate equipment is identified to minimise risks of damage to customers premises or injuries to self.
		2.3	Manufacturers' information on products used is located and used to plan work.
		2.4	Decorator's specifications (if any) are used to plan work.
		2.5	Attachment process is planned to conform to quality requirements, minimise time, economically use materials and maximise appearance of the finished work.
		2.6	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition.
3.	Complete fitting operations	3.1	Backing is attached, where appropriate, to the curtain using appropriate fittings.
		3.2	Required number of glides are identified, matched between window finishing and tracks and added or removed as required.

- 3.3 Curtains are attached to tracks and checked for smooth and even operation and hanging.
- 3.4 Curtain height and floor clearance is checked and compared to work order requirement.
- 3.5 Pelmets, valances, swags, pull-backs or tie-back holders are fitted using appropriate hardware and adjusted for fall, neatness and appearance.
- 3.6 Where required, pleats are folded and tied to maintain required pleating.
4. Clean work area
 - 4.1 Work site and any equipment used is cleaned and stored appropriately.
 - 4.2 Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed.
 - 4.3 Completed work is inspected and compared to workplace quality requirements.
 - 4.4 Fittings and curtains, which do not meet quality specifications are repaired on-site or returned to the workroom for repair.
 - 4.5 Appropriate documentation or reporting is completed.

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 installation and adjustment of window finishing. This may be demonstrated either individually or in a team environment.

The following variables may be present for this particular unit.

Window finishing may include:

- curtains
- sheers
- swags
- pelmets
- valances
- tie-backs, and
- hold-backs

OH&S requirements may include:

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

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

- drills
- hammers
- screwdrivers

Personal protective equipment may include:

- safety goggles/glasses
- hair nets
- ear muffs/plugs
- gloves
- footwear
- protective clothing

Information and procedures:

- machine manufacturers' specifications and operational procedures
- workplace procedures relating to the setting and operation of machinery
- work instructions, including job sheets, plans, drawings and designs
- workplace procedures relating to reporting and communication

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Interpret work order and locate and apply relevant information.

Apply safe handling practices for equipment, products and materials.

Follow work instructions, operating procedures and inspection practices to:

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

Install at least four different types of window dressings, which must include curtains and tiebacks.

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:

LMFSOF1501A: Use soft furnishing sector hand and power tools

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- window dressing and fitting materials and techniques
- identification of equipment, processes and procedures
- workflow in relation to fitting curtains, valances, swags and other window treatments

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, 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, avoid wastage and estimate material requirements
- use pre-checking and inspection techniques to anticipate window dressing problems, avoid reworking and avoid wastage
- use workplace technology related to the dressing of windows, including tools, equipment, calculators and measuring devices

(4) Resource Implications

- curtains
- tracks
- decorative window finishing
- tools and equipment
- appropriate quality specifications and work instructions

(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 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 2	
Work with others and in team	Level 2	
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.

LMFSOF1501A: Use soft furnishing sector hand and power tools

Competency Descriptor:

This unit covers the competency to use hand and power tools in applications relating to the soft furnishing sector of the furnishing industry.

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify hand and power tools	1.1	Types of hand and power tools and their functions are identified.
		1.2	Sources of power supply are recognised.
		1.3	OH&S requirements for using power tools are recognised and adhered to.
2.	Select hand tools	2.1	Hand tools are selected consistent with the needs of the job.
		2.2	Tools are checked for serviceability and safety and any faults are corrected or processed for repair.
		2.3	Equipment is selected to hold or support material for hand tool application where applicable.
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	Appropriate personal protective equipment is selected, correctly fitted and used.
		4.2	Power tools are selected consistent with the needs of the job in accordance with conventional work practice.
		4.3	Power tools are visually checked for serviceability/safety in accordance with OH&S requirements and any faults are corrected or processed for repair.
		4.4	Equipment is selected to hold or support materials for power tool application where applicable.

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| 5. | Use power tools | 5.1 | Material is located and held in position for power tool application where 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 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.

Hand tools are to include:

- scissors
- cutting blades
- tape measures
- rulers
- hammers
- staple guns, and
- screwdrivers

Power tools are to include:

- drills
- screwdrivers
- staple guns, and
- pressing equipment, and may include others as required by enterprises

Power tools are to include:

- drills
- screwdrivers
- staple guns, and
- pressing equipment, and may include others as required by enterprises

OH&S requirements may include:

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

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

Work requires individuals to demonstrate skill, accuracy and dexterity in the application of tools to work tasks.

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

Personal protective equipment is to include that prescribed under legislation, regulations and enterprise policies and practices.

Information and procedures:

- hand and power tool manufacturers' specifications and operational procedures
- workplace procedures relating to OH&S, tool handling and operation, reporting
- work instructions, including job sheets, plans, drawings and designs

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

Apply safe handling practices for equipment, products and materials.

Adopt and carry out correct procedures prior to and during use of the hand and power tools prescribed above in the Range Statement.

Follow work instructions, operating procedures and inspection practices to:

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

Work effectively with others.

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

Indicate compliance with organisational policies and procedures, including quality assurance requirements.

(2) Pre-requisite Relationship of Units

Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- function, purpose and operator maintenance requirements of hand tools used in the workplace
- function, purpose and operator maintenance requirements of power tools used in the workplace
- workplace safety requirements and OH&S legislation

Skills

The ability to:

- collect and understand information related to the use and maintenance of hand and power tools
- communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of faults and problems
- plan and organise activities, including the preparation and layout of the worksite and the obtaining of tools
- work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- mathematical ideas and techniques. Use mathematical ideas and techniques to correctly complete measurements and estimate material requirements
- use pre-checking and inspection techniques to anticipate tool handling problems, avoid reworking and avoid wastage
- use workplace technology related to the use and operator maintenance of hand and power tools and associated materials

(4) Resource Implications

- soft furnishing sector hand and power tools, materials used in the manufacturing and/or installation of soft furnishing 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 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.

LMFSOF1533A: Follow patterns to produce window toppings

Competency Descriptor:

This unit deals with the skills and knowledge required to produce window toppings such as swags, tails, and soft padded pelmets, following the requirements of patterns

Competency Field: Soft Furniture

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify work requirements	1.1 Job requirements are identified from work instructions and patterns. 1.2 Pattern is interpreted to determine detail or work requirements. 1.3 Instructions for sequencing of work, particular measurements or adjustments are interpreted. 1.4 Work sequence is planned, including quality checkpoints.
2. Prepare for work	2.1 Suitable work area is selected for the tasks. 2.2 Occupational Health & Safety (OH&S) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work. 2.3 Materials are selected to match customer requirements, suitability for the purpose and work instructions. 2.4 Potential hazards are identified from observation of the tools, equipment, materials and workplace reference material. 2.5 Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition.
3. Complete construction	3.1 Window toppings are constructed following work instructions. 3.2 Work is checked against patterns and work sheets at the identified checkpoints. 3.3 Non-conformity with the required quality standards is rectified.

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| 4. | Finalise operations | 4.1 | Completed work is checked against required quality standards. |
| | | 4.2 | Documentation or reporting is completed following workplace procedures. |
| | | 4.3 | Work area is cleaned, tools and equipment are returned to storage. |
| | | 4.4 | Unused materials are returned to storage and waste and scrap is dealt with following 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 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 reading and interpreting of patterns, plans and instructions. This may be demonstrated either individually or in a team environment.

Pattern interpretation is to determine the type of material specified, required tools and equipment for the task, number and type of window toppings to be produced, and quality requirements.

The following variables may be present for this particular unit.

Window toppings may include:

- swags
- jabots
- falls/tails and accessories
- soft padded pelmets
- bonded pelmets

OH&S requirements may include:

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

Tools and equipment may include:

- measuring and calculating equipment, including tapes, rulers, calculators, computers
- fabric and general cutting and sewing tools, including scissors, saws, drills, staplers, sewing machines, hemming machines, over-lockers, glue guns
- swag templates

Materials may include:

- plain and patterned fabric
- velvet
- vinyl

Information and procedures

- workplace procedures relating to the production of window topping items
- work instructions, including job sheets, plans, patterns, drawings and designs
- workplace procedures relating to reporting and communication

Personal protective equipment may include:

- safety goggles/glasses
- hair nets
- ear muffs/plugs
- gloves
- footwear
- protective clothing

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 materials used and any special sewing or handling requirements for those materials.

Apply safe handling practices for equipment, products and materials.

Interpret work order and patterns and locate and apply relevant information.

Produce at least one each of jabots, swags and tails and soft padded pelmets or bonded pelmets.

Select and use tools and equipment appropriate to the task follow work instructions, operating procedures and inspection practices to:

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

Work effectively with others.

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

Report process or materials faults, damaged products or equipment

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- LMFSOF1501A: Use soft furnishing sector hand and power tools

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- the type, characteristics, uses and limitations of window toppings
- the process for interpretation of patterns
- identification of equipment, processes and procedures
- workflow in relation to window topping production

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, 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 and estimate material requirements
- use pre-checking and inspection techniques to anticipate production problems, avoid reworking and avoid wastage
- use workplace technology related to the production of window toppings, including tools, equipment, materials and measuring devices

(4) Resource Implications

- pattern
- materials
- 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 will 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 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.

LMFSOF1573A: Lay out patterns and cut fabrics

Competency Descriptor:

This unit deals with the skills and knowledge required to lay out patterns and cut fabrics for construction of soft furnishing, upholstery products and mattresses and bases.

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan work operations	<p>1.1 Specifications, patterns and/or plans are read and interpreted to identify required fabrics, number of items to be cut and required equipment.</p> <p>1.2 Cutting requirements, including bias or other instructions are noted and required guides on the cutting table are identified.</p> <p>1.3 Suitable work area is selected, tidied and cleaned of any contaminants.</p> <p>1.4 Appropriate equipment and tools are selected for the fabrics and type of materials.</p> <p>1.5 Suitable scissors and/or blades are selected for the fabrics to be cut.</p> <p>1.6 Scissors and any other cutting equipment are checked prior to use for appropriate sharpness, set operation and safe condition.</p> <p>1.7 Fabrics are selected in accordance with work order and laid out smooth and square.</p>
2. Prepare materials for cutting	<p>2.1 Fabrics are inspected for flaws and appropriate finish.</p> <p>2.2 Naps, direction of pattern, pattern repeat and finished side of the materials are identified.</p> <p>2.3 Fabrics are squared up to the edges or guide markings on the cutting table.</p> <p>2.4 Patterns are laid out following work procedures and instructions using registration points on the pattern and other instructions to match required fabric pattern.</p>

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| | 2.5 | Measurements are made and appropriate adjustments are made. |
| | 2.6 | Measurements are made and appropriate adjustments are made. |
| 3. Complete cutting operations | 3.1 | Required cutting operations are completed to cut out materials following work instructions. |
| | 3.2 | Fabrics are wrapped using appropriate protective covers and care label information is attached. |
| | 3.3 | Unused materials are stored as required. |
| | 3.4 | Workplace required documentation is completed and stored following appropriate procedures. |
| | 3.5 | Cut fabrics are folded, protected and dispatched to next process following workplace procedures. |
| | 3.6 | Stock usage is reported as required by workplace procedures. |
| | 3.7 | Work area is cleaned and damaged tools tagged as required. |
| | 3.8 | Waste is collected and bundled for recycling/reuse 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 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 cutting of material. This may be demonstrated either individually or in a team environment.

This unit covers work involving cutting single or double layer fabrics by hand or automatic method according to required shape or pattern.

This unit applies to plain fabrics and where matching involves stripes, checks and pattern repeats.

The following variables may be present for this particular unit.

OH&S requirements may include:

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

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

- plain and patterned fabric
- vinyl, and
- velvet

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

- scissors
- cutting blades
- automatic cutting machines

Personal protective equipment may include:

- safety goggles/glasses
- hair nets
- gloves
- footwear
- protective clothing

Information and procedures:

- workplace procedures relating to the setting and operation of machinery
- work instructions, including job sheets, patterns, 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

Identify materials used and any special handling requirements for those materials.

Interpret work order and locate and apply relevant information.

Apply safe handling practices for equipment, products and materials.

Lay out patterns and cut out at least five different fabric types or pattern styles.

Identify materials used and any special cutting requirements.

Measure accurately and cut fabrics to required size and accuracy covering at least five different fabric types or pattern styles.

Follow work instructions, operating procedures and inspection practices to:

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

Work effectively with others.

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

Report process or materials faults, damaged products or equipment.

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- LMFSOF1501A: Use soft furnishing sector hand and power tools

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- fabric types, common faults and inspection procedures
- design features of the finished furnishing items in relation to laying out the pattern and cutting the fabrics
- work requirements, including workplace standards
- risks to health from repetitive actions and prevention strategies

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, 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, calculate area and estimate material requirements

- use pre-checking and inspection techniques to anticipate cutting problems, avoid reworking and avoid wastage
- use workplace technology related to the layout out of pattern and cutting fabrics, including tools, equipment, materials and measuring devices

(4) Resource Implications

- appropriate scissors and other tools
- fabrics
- work order
- workplace information, including work procedures and/or equipment instructions

(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 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 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.

LMFSOF1583A: Measure up and calculate fabric quantities for window coverings

Competency Descriptor:

This unit deals with the skills and knowledge required to measure up and calculate fabric and tracking quantities for window coverings during a site visit.

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare for calculations	1.1	Measuring and calculating equipment are collected.
		1.2	Mathematical processes and guide charts required are identified.
		1.3	Drape requirements, fabric types and lining/interlining requirements are noted from work order.
2.	Measure windows and calculate drape fabric requirements	2.1	Fabric repeats are noted from samples of customer selected fabrics and recorded.
		2.2	Fabric width and pattern repeat are noted for work order.
		2.3	Finished length of window covering is identified for order.
		2.4	Heading type is identified for order and fullness ratio is identified.
		2.5	Loose or attached lining preference is noted on work order.
		2.6	Finished width of tracking and window covering is measured and noted.
		2.7	Number of fabric drops per curtain is calculated.
		2.8	Length of each fabric drop is calculated based on finished length plus hem and heading allowances and pattern repeats.
		2.9	Allowances for seams, hems, headings, drape fullness or heading type are noted for the work order.

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| 3. | Calculate lining and interlining quantities | 3.1 | Width of lining and interlining fabrics is noted. |
| | | 3.2 | Number of lining/interlining widths or quantity of continuous lining is calculated based on required number of drape drops or continuous fabric. |
| | | 3.3 | Length of lining/interlining drops is calculated, including hem allowances. |
| | | 3.4 | Amount of lining/interlining fabric is calculated and noted for work order. |
| | | 3.5 | Procedures for minimising waste fabric are identified. |
| 4. | Complete documentation | 4.1 | Quotation is prepared for client according to workplace procedures. |
| | | 4.2 | Documentation is forwarded to appropriate work area. |

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 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 measurement and calculation of fabric quantities.

This unit covers work involved in the measuring up and calculations for fabric and lining quantities for all soft furnishings.

The information is for subsequent use in job specifications and quotes/tenders.

The following variables may be present for this particular unit.

Window coverings to include:

- curtains
- Austrian, Roman, festoon and other blinds
- swags and tails, and
- jabots

OH&S requirements may include:

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

Tools and equipment may include measuring and calculating equipment, including:

- tapes
- rulers
- calculators, and
- computers

The number of fabric drops per curtain is based on:

- useable drapery fabric width
- fullness requirements for heading type
- size of returns and overlaps
- track width identified for customer order

Information and procedures:

- manufacturers' specifications and operational procedures
- workplace procedures relating to measuring for soft furnishings
- preparation of client quotation, including drawings, plans and designs
- workplace procedures relating to reporting and communication

Personal protective equipment may include:

- safety goggles/glasses
- gloves
- footwear
- protective clothing

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 materials to be used and any special handling requirements for those materials.

Apply safe handling practices for equipment, products and materials.

Measure up and accurately calculate fabric quantities for at least three different window-covering types.

Prepare quotation and/or work order and locate and apply relevant information.

Identify materials to be used and any special requirements.

Follow work instructions to minimise the risk of injury to self or others:

- work effectively with others
- modify activities to cater for variations in workplace contexts and environment

Report process or materials faults, damaged products or equipment

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- design features of the fabrics and finished curtains in relation to attractive draping requirements
- fabric types, common faults and inspection procedures
- work requirements, including workplace standards

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, 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, calculate area and estimate material requirements
- use pre-checking and inspection techniques to anticipate measuring and calculation variables
- use workplace technology related to measuring and calculating

(4) Resource Implications

- client quotations
- work orders
- measuring equipment
- fabrics, including linings and interlinings
- calculator, other relevant 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 will 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 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 1	
Use technology	Level 2	

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

LMFSOF1593A: Manufacture bedspreads

Competency Descriptor:

This unit deals with the skills and knowledge required to produce bedspreads in a range of styles to specifications using industrial sewing machines and equipment.

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify work requirements	1.1 Job requirements are identified from work instructions and patterns. 1.2 Pattern is interpreted to determine work specifications. 1.3 Instructions for sequencing of work, particular measurements or adjustments are interpreted. 1.4 Work sequence is planned, including quality checkpoints.
2. Prepare for work	2.1 Occupational Health & Safety (OH&S) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work. 2.2 Suitable work area is selected for the tasks. 2.3 Materials are selected to match customer requirements, suitability for the purpose and the work instructions. 2.4 Potential hazards are identified from observation of the tools, equipment, materials and workplace reference material. 2.5 Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition.
3. Complete construction	3.1 Fabric quantities are calculated, allowing for seams, joining pleats, gathers, etc. 3.2 Fabric is marked out and cut to size. 3.3 Bedspread is constructed following work instructions. 3.4 Work is checked against patterns and work sheets at the identified checkpoints.

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| | 3.5 | Non-conformity with the required quality standards is rectified. |
| 4. | Finalise operations | 4.1 Completed work is checked against required quality standard. |
| | 4.2 | Documentation or reporting is completed following workplace procedures. |
| | 4.3 | Work area is cleaned; tools and equipment are returned to storage. |
| | 4.4 | Unused materials are returned to storage and waste and scrap is dealt with following 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 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 reading and interpreting of plans and instructions. This may be demonstrated either individually or in a team environment.

The following variables may be present for this particular unit.

OH&S requirements may include:

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

Work involves the production of bedspreads including

- quilted
- lined
- unlined styles

Work activities involve:

- reading and interpreting patterns, plans and work instructions
- marking and cutting materials to size
- operating industrial sewing machine
- sewing bedspreads to design specifications

Materials to include:

- the range of plain and patterned fabrics used as bedspread materials

Personal protective equipment may include:

- safety goggles/glasses
- hair nets
- ear muffs/plugs
- gloves
- protective clothing

Information and procedures:

- machine manufacturers' specifications and operational procedures
- workplace procedures relating to the setting and operation of machinery
- work instructions, including job sheets, cutting lists, 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

Identify materials used in bedspread manufacture, and any special sewing or handling requirements for those materials.

Apply safe handling practices for equipment, products and materials.

Interpret work order and patterns and locate and apply relevant information.

Interpret patterns and work instructions.

Select and use tools and equipment appropriate to the task.

Manufacture at least three different styles of bedspread.

Follow work instructions, operating procedures and inspection practices to:

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

Work effectively with others.

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

Report process or materials faults, damaged products or equipment.

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- LMFSOF1371A: Cut single layer fabrics
- LMFSOF1382A: Machine sew materials
- LMFSOF1501A: Use soft furnishing sector hand and power tools.

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- basic bedspread styles and variations
- the standard range of bedspread sizes
- the range of fabrics and decorative finishes used in the making of bedspreads
- the interpretation of patterns
- identification of equipment, processes and procedures
- workflow in relation to bedspread production

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, 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, calculate area, estimate bedspread material requirements and other material requirements
- use pre-checking and inspection techniques to anticipate manufacturing problems, avoid reworking and avoid wastage
- use the limited workplace technology related to the manufacture of bedspreads, including tools, equipment, materials and measuring devices

(4) Resource Implications

- patterns
- materials
- 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 will 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 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.

LMFSOF1603A: Manufacture bed linen and table cloths

Competency Descriptor:

This unit deals with the skills and knowledge required to produce bed linen and tablecloths in a range of styles to specifications using industrial sewing machines and equipment.

Competency Field: Soft Furnishings

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify work requirements	1.1	Job requirements are identified from work instructions and patterns.
		1.2	Patterns are interpreted to determine work specifications.
		1.3	Instructions for sequencing of work, particular measurements or adjustments are interpreted.
		1.4	Work sequence is planned, including quality checkpoints.
2.	Prepare for work	2.1	Occupational Health & Safety (OH&S) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work.
		2.2	Suitable work area is selected for the tasks.
		2.3	Materials are selected to match customer requirements, suitability for the purpose and the work instructions.
		2.4	Potential hazards are identified from observation of the tools, equipment, materials and workplace reference material.
		2.5	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition.
3.	Complete manufacture	3.1	Fabric quantities are calculated, allowing for seams, joining pleats and gathers.
		3.2	Fabric is marked out and cut to size.
		3.3	Bed linen and tablecloths are manufactured following work instructions.
		3.4	Work is checked against patterns and work sheets at the identified checkpoints.

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| | 3.5 | Non-conformity with the required quality standards is rectified. |
| 4. | Finalise operations | 4.1 Completed work is checked against required quality standard. |
| | 4.2 | Documentation or reporting is completed following workplace procedures. |
| | 4.3 | Work area is cleaned; tools and equipment are returned to storage. |
| | 4.4 | Unused materials are returned to storage and waste and scrap is dealt with following 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 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 reading and interpreting of patterns, plans and instructions. This may be demonstrated either individually or in a team environment.

This unit covers work involving the production of bed linen and tablecloths by reading and interpreting patterns, plans and work instructions.

The following variables may be present for this particular unit.

Bed linen and table cloths may include:

- duvet covers
- sheets
- pillow cases, and
- bed valances

OH&S requirements may include:

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

Tools and equipment may include:

- measuring and calculating equipment, including tapes, rulers, calculators, computers
- fabric cutting and sewing tools, including scissors, sewing machines, hemming machines and over-lockers

Materials may include:

- plain and patterned fabric
- decorative trims
- fasteners

Pattern interpretation is to determine:

- type of materials required
- decorative finishes to be applied
- required tools and equipment for the task
- number and size of bed linen and table cloths to be produced
- quality requirements

Personal protective equipment may include:

- safety goggles/glasses
- hair nets
- ear muffs/plugs
- gloves
- footwear
- protective clothing

Information and procedures:

- workplace procedures relating to the production of bed linen and table cloths
- machine manufacturers' specifications and operational procedures
- work instructions, including job sheets, patterns, 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

Identify materials used in bed linen and tablecloths manufacture, and any special sewing or handling requirements for those materials.

Apply safe handling practices for equipment, products and materials.

Interpret work order and locate and apply relevant information.

Interpret patterns and work instructions.

Select and use tools and equipment appropriate to the task.

Produce at least three different types of bed linen or tablecloths, which must include a duvet cover and a bed valance.

Follow work instructions, operating procedures and inspection practices to:

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

Work effectively with others.

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

Report process or materials faults, damaged products or equipment

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- LMFSOF1381A: Cut single layer fabrics
- LMFSOF1381A: Machine sew materials
- LMFSOF1501A: Use soft furnishing sector hand and power tools

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- the process for interpretation of patterns
- basic bed linen styles and variations
- basic table cloth styles and variations and table cloth sizes
- the standard range of bed linen sizes
- the range of fabrics and decorative finishes used in the making of bed linen and table cloths
- identification of equipment, processes and procedures
- workflow in relation to bed linen and table cloth production

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, 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 manufacturing problems, avoid reworking and avoid wastage

- use the limited workplace technology related to the manufacture of bed linen and table cloths, including tools, equipment, materials and measuring devices

(4) Resource Implications

- patterns
- materials
- tools
- 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 will 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 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.

LMFSOF1613A: Advise customers on interior decoration

Competency Descriptor:

This unit deals with the skills and knowledge required to advise customers on colour co-ordination, fabric selection and styles in relation to soft furnishings.

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify work requirements	1.1	Job requirements are identified from customer's initial instructions or enquiries and work instructions.
		1.2	Potential site problems or site-specific requirements are identified.
		1.3	Work sequence is planned, including quality checkpoints.
2.	Prepare for work	2.1	A range of materials and products are selected to match customer requirements, suitability for the purpose and work instructions.
		2.2	Sample materials, products and visual aids are collected.
		2.3	An appointment is arranged with the customer and an appropriate time plan is agreed.
3.	Confirm customer requirements	3.1	Questioning and active listening techniques are used to clarify customer needs.
		3.2	Customer requirements are identified professionally, courteously, with tact and without presumptions.
		3.3	Customer requirements are fed back accurately in language that can be understood by the customer and enterprise staff.
		3.4	Customer requirements are documented in accordance with relevant industry, legal and/or enterprise standards and procedures.
4.	Provide advice on interior decoration options	4.1	Viable options for colour, fabric and design that are relevant to the customer's requirements are generated.
		4.2	Relevant suppliers are contacted to research alternative options, if required.

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| | 4.3 | Options for colour, fabric and design are explained to and discussed with the customer to facilitate customer understanding. |
| | 4.4 | Fabric or product samples and/or visual aids are made available to the customer, where appropriate, to facilitate customer understanding. |
| | 4.5 | Benefits and approximate costs of each option are explained to the customer to facilitate informed decision-making. |
| 5. | Agree selection with customer | 5.1 Customer's preferred option, including agreed delivery timeframe, is determined. |
| | 5.2 | Customer commitment to agreed option is gained, in accordance with workplace requirements. |
| | 5.3 | Documentation is completed following workplace procedures, including any required specification sheets for products selected (colour, fabric, style, track type, etc.) and drawings. |
| | 5.4 | Assistance with any paperwork requiring completion by customer is provided where appropriate. |
| 6. | Finalise process | 6.1 Sample products are returned to storage as required. |
| | 6.2 | Contact is maintained with customer throughout manufacture and installation process, if 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 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 determining customer and site requirements. This may be demonstrated either individually or in a team environment.

This unit covers work involving providing advice to customers on colour co-ordination, fabric selection and styles in relation to soft furnishings.

The following variables may be present for this particular unit.

OH&S requirements may include:

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

Tools and equipment may include measuring and calculating equipment, including:

- tapes
- rulers
- calculators
- computers

Materials may include:

- product and fabric samples, and
- visual aids (photographs, magazines, trade brochures, sketches, etc.)

Personal protective equipment may include:

- safety goggles/glasses
- hair nets
- ear muffs/plugs
- gloves
- footwear
- protective clothing

Information and procedures:

- workplace procedures relating to customer service
- product 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

Identify products and materials used in interior decoration and any special handling requirements for those materials.

Interpret work order and locate and apply relevant information.

Interpret plans and work instructions.

Advise customers on at least three occasions involving both fabric and colour selections.
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 SkillsKnowledge

Knowledge of:

- interpretation of plans and work sheets
- colour coordination and matching
- fabric types and applications
- current trends in soft furnishing styles

Skills

The ability to:

- collect, organise and understand information related to work orders, and current trends and styles in interior decoration
- communicate ideas and information to enable confirmation of requirements and specifications, co-ordination of ideas with customers, and the gaining of the customer's confidence
- plan and organise activities, including the preparation and layout of the worksite and the obtaining of equipment and materials to avoid any back tracking, advisory services
- 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
- apply analytical techniques to many customers' requirements with preferred options
- use workplace technology related to locating and analysing options for the client

(4) Resource Implications

- sample fabrics and products
- visual aids
- 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 will 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 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 3	

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

LMFSOF1633A: Follow patterns to produce soft furnishing accessories

Competency Descriptor:

This unit deals with the skills and knowledge required to produce soft furnishing accessories such as cushions, tie backs, bolsters and other decorative items, following the requirements of patterns.

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify work requirements	1.1	Job requirements are identified from work instructions and patterns.
		1.2	Pattern is interpreted to determine work specifications.
		1.3	Instructions for sequencing of work, particular measurements or adjustments are interpreted.
		1.4	Work sequence is planned, including quality checkpoints.
2.	Prepare for work	2.1	Occupational Health & Safety (OH&S) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work.
		2.2	Suitable work area is selected for the tasks.
		2.3	Materials are selected to match customer requirements, suitability for the purpose and the work instructions.
		2.4	Potential hazards are identified from observation of the tools, equipment, materials and workplace reference material.
		2.5	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition.
3.	Complete production	3.1	Soft furnishing accessories are produced following work instructions.
		3.2	Work is checked against patterns and work sheets at the identified checkpoints.
		3.3	Non-conformity with the required quality standards is rectified.

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| 4. | Finalise operations | 4.1 | Completed work is checked against required quality standard. |
| | | 4.2 | Documentation or reporting is completed following workplace procedures. |
| | | 4.3 | Work area is cleaned, tools and equipment are returned to storage. |
| | | 4.4 | Unused materials are returned to storage and waste and scrap is dealt with following 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 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 reading and interpreting of patterns, plans and instructions. This may be demonstrated either individually or in a team environment.

This unit covers work involving the production of soft furnishing accessories by reading and interpreting patterns, plans and work instructions.

The following variables may be present for this particular unit.

Soft furnishings may include:

- cushions
- tie-backs
- bolsters
- soft tableware
- slip-on covers

OH&S requirements may include:

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

Tools and equipment may include:

- measuring and calculating equipment
- including tapes
- rulers
- calculators
- computers
- fabric and general cutting and sewing tools, including scissors, saws, drills, staplers,
- sewing machines, hemming machines, over-lockers, glue guns

Materials may include:

- plain and patterned fabric
- velvet
- vinyl
- piping cords
- wadding
- foam
- zips
- fasteners

Pattern interpretation is to identify or determine:

- type of material specified
- required tools and equipment for the task
- number and type of soft furnishing accessories to be produced
- quality requirements

Personal protective equipment may include:

- safety goggles/glasses
- hair nets
- ear muffs/plugs
- gloves
- footwear
- protective clothing

Information and procedures:

- workplace procedures relating to the production of soft furnishing items
- work instructions, including job sheets, patterns, 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

Identify materials used and any special sewing or handling requirements for those materials.

Interpret work order and patterns and locate and apply relevant information.

Apply safe handling practices for equipment, products and materials.

Produce at least three different types of soft furniture accessories, which are to include a padded, piped and shaped tie back, a piped cushion and a bolster.

Select and use tools and equipment appropriate to the task follow work instructions, operating procedures and inspection practices to:

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

Work effectively with others.

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

Report process or materials faults, damaged products or equipment.

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- LMFSOF1381A: Cut single layer fabrics
- LMFSOF1381A: Machine sew materials
- LMFSOF1501A: Use soft furnishing sector hand and power tools

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- the types, characteristics and production requirements for soft furnishing accessories
- the process for the interpretation of patterns
- identification of equipment, processes and procedures
- workflow in relation to soft furnishing accessory production

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, 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, calculate area and estimate material requirements
- use pre-checking and inspection techniques to anticipate production problems, avoid reworking and avoid wastage
- use the limited workplace technology related to the production of accessories, including tools, equipment, materials and measuring devices

(4) Resource Implications

- patterns
- materials
- 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 will 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 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.

LMFSOF1412A: Operate a steam press

Competency Descriptor:

This unit deals with the skills and required knowledge of materials, product purpose and processes necessary to operate steam- pressing equipment.

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify work requirements	1.1	Work orders, care labels, and equipment instructions are used to identify work requirements.
		1.2	Equipment, components and processes used for materials preparation and pressing process are identified.
		1.3	Operating requirements for the steam pressing equipment are identified.
		1.4	Workplace quality requirements for the final product are identified.
2.	Plan steam pressing operations	2.1	Occupational Health & Safety (OH&S) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work.
		2.2	Temperatures and any particular precautions are identified from care labels and workplace instructions.
		2.3	Work sequence is planned to suit job.
		2.4	Equipment emergency stops, gauges, guards and controls are identified.
3.	Set up steam pressing equipment	3.1	Equipment information, required specifications and operating instructions are identified.
		3.2	Temperatures are set and equipment adjustments are checked against work plan.
		3.3	Fabric panels are checked for quality prior to pressing.
		3.4	Damaged or incomplete items are reported.
4.	Press fabrics	4.1	Materials are lifted and held onto the press using appropriate techniques.

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| | 4.2 | Pressing operations are conducted following the planned work sequence. |
| | 4.3 | Adjustments are made to press settings to improve quality of work. |
| | 4.4 | Required quantity and quality of work is maintained. |
| | 4.5 | Pressed items are protected from dust and other contaminants and placed in workplace approved holding areas. |
| | 4.6 | Equipment is cleaned up and lubrications, adjustments and waste management processes are completed in accordance with workplace procedures. |
| 5. | Maintain work quality | |
| | 5.1 | Pressing process is monitored and materials and equipment operating conditions, which may affect product quality, are reported. |
| | 5.2 | Authorised changes in operating procedures and temperatures are implemented. |

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 set up and operation of machines. This may be demonstrated either individually or in a team environment.

Steam pressing operations cover work involving the operation of steam pressing equipment, monitoring operations and work quality, maintaining personal safety and the safety of others.

The following variables may be present for this particular unit

OH&S requirements may include:

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

Task planning is to cover:

- required temperatures and warm up/cool down times
- key parts of the materials to be pressed which require checks for quality of work
- work area housekeeping requirements
- safe and suitable work area

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

- plain and patterned fabrics
- lining materials, and
- leather used in the manufacture of soft furnishing items

Personal protective equipment may include:

- safety goggles/glasses
- hair nets
- ear muffs/plugs, gloves
- footwear
- protective clothing

Material lifting and holding will be impacted on by:

- machine type
- personal right-hand or left-hand preference of the operator
- manipulation requirements for the materials
- special pressing requirements for different parts of the pressed panels

Information and procedures:

- machine manufacturers' specifications and operational procedures
- workplace procedures relating to the setting and operation of machinery
- 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

Apply safe handling practices for equipment, products and materials.

Explain the impact of machine temperature and pressure on product quality and output.

Interpret work order and locate and apply relevant information.

Press at least five different types of materials.

Follow work instructions, operating procedures and inspection practices to:

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

Work effectively with others.

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

Report process or materials faults, damaged products or equipment.

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- the types, characteristics, uses and limitations of steam presses
- the operating controls and principles which effect the steam pressing equipment
- the effect of steam on the range of materials which may be pressed
- requirements for minimising damage to and maintaining contaminant-free pressed fabrics

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 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 steam pressing problems, avoid reworking and avoid wastage
- use the workplace technology related to steam pressing, including pressing equipment and effects of pressing

(4) Resource Implications

- appropriate materials
- steam pressing equipment
- care labels
- work orders

(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 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 2	
Use technology	Level 2	

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

LMFSOF1452A: Construct padded pelmets

Competency Descriptor:

This unit deals with the skills and knowledge required to cut, prepare and assemble timber components, attach padding, fabric and trims to pelmets.

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify pelmet and padding materials to be used	1.1	Type of pelmet to be padded is identified.
		1.2	Components of the pelmet requiring padding and specifications for the work are identified from work instructions.
		1.3	Quality and quantity requirements are identified.
2.	Prepare for work	2.1	Occupational Health & Safety (OH&S) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work.
		2.2	Required tools and materials to complete the work are sourced, collected and checked for suitability.
		2.3	Fixing devices or adhesives are selected in line with specifications or type of padding and headboard.
		2.4	Required personal protection equipment is located.
		2.5	Work is planned to conform to quality requirements, minimise time, and economically use materials.
		2.6	Procedures are identified for checking the quality of the work.
3.	Cut timber and pad pelmet	3.1	Timber components are measured and cut to required specifications.
		3.2	Padding and other materials are laid out, components are assembled and attached using appropriate fastenings, tools and equipment.
		3.3	Tools and equipment are operated in compliance with workplace procedures and OH&S requirements.

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| 3.4 | Work is monitored to ensure quality of product, including correct finish, operation of any moving parts, and number and fitting of fasteners/brackets. |
| 3.5 | Problems occurring during work operations are identified and reported following workplace procedures. |
| 3.6 | Waste quantities are minimised, and reusable materials are collected and stored following workplace procedures. |
| 3.7 | Routine maintenance of tools and equipment is carried out according to workplace and manufacturers' instructions. |
| 3.8 | Waste is removed and work area is cleaned following workplace procedures. |
| 4. | Prepare pelmet for next process |
| 4.1 | Completed pelmets are packaged following work requirements. |
| 4.2 | The package is secured, labelled and stored according to workplace procedures. |
| 4.3 | Appropriate documentation is completed. |

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 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 set up and operation of machines. This may be demonstrated either individually or in a team environment.

This unit covers work involved in the attachment of padding, fabric and trimming to pelmets and where necessary, the packaging, labelling and storing of products.

The following variables may be present for this particular unit.

OH&S requirements may include:

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

Materials to be used may include:

- curtain fabric
- timber
- adhesives, and
- padding material

Tools and equipment may include:

- tapes
- rulers
- calculators
- computers
- scissors
- staplers
- sewing machines
- hammers
- staple guns
- jigsaws
- drop saws

Padding materials include:

- padding
- fabric
- linings, and
- trims

Personal protective equipment may include:

- safety goggles/glasses
- hair nets
- ear muffs/plugs, gloves
- footwear
- protective clothing

Information and procedures:

- machine manufacturers' specifications and operational procedures
- workplace procedures relating to the setting and operation of machinery
- 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

Apply safe handling practices for equipment, products and materials.

Interpret work order and locate and apply relevant information.

Select and make up appropriate timber frame.

Select and attach appropriate padding, fabric and trims.

Construct at least three different types of padded pelmets.

Follow work instructions, operating procedures and inspection practices to:

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

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:

- LMFSOF1501A: Use soft furnishing sector hand and power tools

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- workplace standards and procedures related to the making up of padded pelmets
- identification of equipment, materials, processes and procedures
- operation of tools and equipment used in the padding process

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 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, avoid waste and estimate material requirements
- use pre-checking and inspection techniques to anticipate construction problems, avoid reworking and avoid wastage
- use workplace technology related to the construction tasks, including tools, equipment, calculators and measuring devices

(4) Resource Implications

- pelmets
- padding materials
- tools and equipment
- appropriate quality specifications and work instructions

(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 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.

LMFSOF1462A: Make up tracks for window coverings

Competency Descriptor:

This unit deals with the skills and knowledge required to cut, assemble and package tracking components and curtain hardware in preparation for on-site fitting.

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Identify products, fittings and attachments to be used	1.1	Type of tracks to be fitted and work order requirements are identified.
		1.2	Attachments, required components and tools are identified from work instructions.
		1.3	Quality and quantity requirements are identified.
2.	Prepare for work	2.1	Occupational Health & Safety (OH&S) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work.
		2.2	Required tools and materials to complete the work are sourced, collected and checked for suitability.
		2.3	Cutting equipment is checked for correct setting and operation of safety cut-out and guards.
		2.4	Work is planned to conform to quality requirements, minimise time, and economically use materials.
		2.5	Procedures are identified for checking the quality of the work.
3.	Cut tracking to required length	3.1	Cutting equipment is operated in compliance with workplace procedures and OH&S requirements.
		3.2	Cutting is monitored to ensure quality of product.
		3.3	Problems occurring during work operations are identified and reported following workplace procedures.
		3.4	Waste quantities are minimised, and reusable materials are collected and stored following workplace procedures.
		3.5	Routine maintenance of the cutting equipment is carried out according to workplace and manufacturers' instructions.

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| | 3.6 | Waste is removed and work area is cleaned following workplace procedures. |
| 4. | Assemble and package tracking components | 4.1 Components required to complete the tracking are collected, assembled and checked for quality and quantity. |
| | 4.2 | Components are packaged following work requirements. |
| | 4.3 | The completed package is secured, labelled and stored according to workplace procedures. |
| | 4.4 | Appropriate documentation is completed. |

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 set up and operation of machines. This may be demonstrated either individually or in a team environment.

This unit covers work involved in the making and/or customising of timber or metal tracks and components for window coverings.

The following variables may be present for this particular unit.

Track and components to include:

- tracks
- poles
- brackets
- runners
- end pieces
- cording
- hooks
- rings

OH&S requirements may include:

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

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

- static mounted circular saws
- docking saws and mitre saws
- drills
- hammers
- screwdrivers

Information and procedures:

- machine manufacturers' specifications and operational procedures
- workplace procedures relating to the setting and operation of machinery
- work instructions, including job sheets, cutting lists, plans, drawings and designs
- workplace procedures relating to reporting and communication

Tracking materials may include but are not limited to:

- timber
- metal
- plastic

Personal protective equipment may include:

- safety goggles/glasses
- hair nets
- ear muffs/plugs
- gloves
- footwear
- protective clothing

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

Apply safe handling practices for equipment, products and materials.

Interpret work order and locate and apply relevant information.

Make up at least three different types of tracks.

Follow work instructions, operating procedures and inspection practices to:

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

Work effectively with other.

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

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- LMFSOF1501A: Use soft furnishing sector hand and power tools

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- the types, characteristics, uses and limitations of tracks
- identification of equipment, materials, processes and procedures
- workplace standards and procedures related to the making up of tracks

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, 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, avoid wastage and estimate material requirements
- use pre-checking and inspection techniques to anticipate construction and assembly problems, avoid reworking and avoid wastage
- use the limited workplace technology related to construction and assembly tasks, including tools, equipment, calculators and measuring devices

(4) Resource Implications

Tracks and components, tools and equipment, appropriate quality specifications and work instructions.

(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 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"> Manage process Select 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.

LMFSOF1472A: Fit and adjust window treatment hardware

Competency Descriptor:

This deals with the skills and knowledge required to fit and adjust tracking, rods, poles and other curtain hardware.

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify products, fittings and attachments to be used	1.1	Type of tracks, rods or poles to be fitted and work order requirements are identified.
		1.2	Attachments, required materials and tools are identified from work instructions and, where necessary, site inspection.
		1.3	The effect of the fitting process on overall finished window is identified.
2.	Plan process for fitting attachments to products	2.1	Occupational Health & Safety (OH&S) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work.
		2.2	Appropriate equipment is identified to minimise risks of damage to customers' premises or injuries to self.
		2.3	Manufacturers' information on products used is located and used to plan work.
		2.4	Attachment process is planned to conform to quality requirements, minimise time, economically use materials and maximise appearance of the finished work.
		2.5	Materials, tools and equipment are assembled and checked for suitability for purpose.
		2.6	Track/pole/rod width and projection is set up to correctly match work order requirements.
3.	Complete fitting operations	3.1	Work plan is followed ensuring compliance with workplace procedures and OH&S requirements.
		3.2	Tracks/rods/poles are installed and tested for correct operation.

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| 4. | Clean work area and prepare products for the next process | 4.1 | Work site and any equipment used is cleaned and stored appropriately. |
| | | 4.2 | Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed. |
| | | 4.3 | Completed work is inspected and compared to workplace quality requirements. |
| | | 4.4 | Fittings, which do not meet quality specifications are repaired on-site or returned to the workroom for repair. |
| | | 4.5 | Appropriate documentation is completed. |

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 set up and operation of machines. This may be demonstrated either individually or in a team environment.

Fitting and adjustment covers work involved in the fitting, customising and adjustment of tracks, decorative rods, poles and conduit for window coverings that are hand-drawn, manually cord-drawn or fixed.

The following variables may be present for this particular unit.

Curtain hardware may include:

- hand-drawn or cord-drawn tracks
- decorative rods
- poles
- cord tensioners
- conduit

OH&S requirements may include:

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

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

- drills
- hammers
- screwdrivers

Width and projection set up is to provide for:

- stacking space
- overlap
- projection
- return
- number of rings/hooks
- guides/runners
- other fittings

Information and procedures:

- Machine manufacturers' specifications and operational procedures.
- Workplace procedures relating to the setting and operation of machinery.
- Work instructions, including job sheets, plans, drawings and designs.
- Workplace procedures relating to reporting and communication

Personal protective equipment may include:

- safety goggles/glasses
- hair nets
- ear muffs/plugs
- gloves
- footwear
- protective clothing

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 practices for equipment, products and materials.

Follow work instructions, operating procedures and inspection practices to:

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

Fit and adjust at least five different types of window tracks, which must include at least one cord-drawn, one decorative pole and one conduit. This must include at least one ceiling fitted and one face fitted.

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:

- LMFSOF1501A: Use soft furnishing sector hand and power tools

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workflow in relation to fitting, customising and adjusting curtain tracks, poles and other hardware, including bending of tracks
- Identification of equipment, processes and procedures

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, 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, calculate area, avoid wastage and estimate material requirements
- use pre-checking and inspection techniques to anticipate fitting and adjustment problems, avoid reworking and avoid wastage
- use the limited workplace technology related to the fitting and adjusting tasks, including tools, equipment, calculators and measuring devices

(4) Resource Implications

- tracks
- rods
- poles
- conduit
- tools and equipment
- appropriate quality specifications and work instructions

(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 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.

LMFSOF1511A: Operate drop cutting machines

Competency Descriptor:

This unit deals with the skills and knowledge required to use drop-cutting machines.

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify drop cutting machine controls, adjustments and work procedures	1.1 Job requirements are identified from workplace approved operating procedures. 1.2 Equipment components, adjustment points and controls are identified. 1.3 Operating procedures are checked to identify approved operating range and adjustments. 1.4 Equipment operations and production procedures are identified. 1.5 The process for obtaining materials and moving products to the next process is identified.
2. Plan and prepare for work	2.1 Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition. 2.2 Inspection procedure for materials quality and equipment condition is identified. 2.3 Work sequence is planned to suit job. 2.4 Occupational Health & Safety (OH&S) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work. 2.5 Equipment emergency stops and guards are identified. 2.6 Machine checking procedures are identified. 2.7 Any required supplementary equipment is identified for routine lubrication and adjustments of the equipment.

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| 3. | Set and operate drop cutting machine | 3.1 | Fabric length and angle of cut are set on the drop-cutting machine following work order. |
| | | 3.2 | Fabric is fixed to the machine using appropriate hooks or other fasteners. |
| | | 3.3 | Fabric is checked for flaws prior to cutting. |
| | | 3.4 | Fabric use minimises waste materials. |
| | | 3.5 | Cutting operations provide the required product quality standards, work outputs and minimisation of waste. |
| | | 3.6 | Problems are identified and reported following workplace procedures. |
| | | 3.7 | Cut lengths are checked for required quality, and moved to the next process. |
| | | 3.8 | Waste and scrap is dealt with following workplace procedures. |
| | | 3.9 | Equipment and work area clean up are completed following workplace procedures. |
| 4. | Identify quality requirements | 4.1 | Process is monitored and conditions, which may affect quality standards are reported. |
| | | 4.2 | Observed requirements for repairs or maintenance are identified and reported to appropriate personnel. |
| | | 4.3 | Authorised changes to settings or operating procedures are implemented. |

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 set up and operation of machines. This may be demonstrated either individually or in a team environment.

This unit covers work involving the operation of drop cutting machines.

The following variables may be present for this particular unit.

Materials to be machined may include:

- synthetic or
- natural fabrics

Materials to be used for:

- curtains
- internal or external blinds
- awnings
- shade wings

OH&S requirements may include:

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

Personal protective equipment may include:

- safety goggles/glasses
- hair nets
- ear muffs/plugs
- gloves
- footwear
- protective clothing

Machine checking procedures may include:

- materials inputs and outputs
- cutting blade condition
- attachments and ancillary equipment
- quality requirements for the process stage

Information and procedures:

- machine manufacturers' specifications and operational procedures
- workplace procedures relating to the setting and operation of machinery
- work instructions, including job sheets, cutting lists, 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

Apply safe handling practices for equipment, products and materials.

Identify and operate machine controls and guards.

Set depth and angle of cut to specification.

Interpret work order and locate and apply relevant information.

Operate drop cutting machine to cut at least five different types of material or fabric.

Follow work instructions, operating procedures and inspection practices to:

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

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 and limitations of drop cutting machines
- characteristics of materials used and products produced
- identification of equipment adjustment points, processes and procedures
- procedure for reporting faulty products or interruptions to workflow
- workflow requirements for process

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, 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 drop cutting problems, avoid reworking and avoid wastage
- use workplace technology related to drop cutting, including tools and equipment, power supply systems

(4) Resource Implications

- drop cutting machines
- work orders
- equipment operating procedures
- fabric for cutting

(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 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.

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.

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|----|-----------------------------------|-----|---|
| 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

Influencing factors to include:

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

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

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
- commitment to a premature path with the desirability of flexibility can lead to disaster
- 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 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 SkillsKnowledge

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.

LMFSOF1522A: Use automated curtain pleating equipment

Competency Descriptor:

This unit deals with the skills and knowledge required to use automated pleating equipment to construct curtain headings.

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Identify automated curtain pleating equipment controls and work procedures	1.1	Location and function of the equipment, including, equipment condition, components and controls are identified.
	1.2	Work procedures and documentation are checked to identify that settings are within approved operating range.
	1.3	Inspection procedure for quality requirements for hemmed and seamed curtain drops is identified.
	1.4	Heading type is recognised to identify personal work requirements for measuring, calculating, folding and finishing.
	1.5	The process for obtaining materials and moving products to the next process is identified.
2. Prepare for work	2.1	Work order requirements are identified.
	2.2	Occupational Health & Safety (OH&S) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work.
	2.3	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition.
	2.4	Work sequence is planned to suit job.
	2.5	Equipment on/off switches and guards are identified.
	2.6	Pleated width for the curtain order is calculated.
	2.7	Adjustments to equipment settings to match work order heading requirements and finished curtain width are made following workplace approved procedures.
	2.8	Any required supplementary equipment is identified for routine cleaning, lubrication and adjustments.

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| 3. | Operate automated curtain pleating equipment | 3.1 | Lubrications and adjustments are made to the machine. |
| | | 3.2 | Curtains are spread on work area and clamped in the automated equipment ensuring a smooth and square alignment with the machine guides. |
| | | 3.3 | Curtain pleating is completed; equipment conditions and drapes quality monitored. |
| | | 3.4 | Finished width of each curtain drop is measured and checked against work order and pleat size is adjusted where required. |
| | | 3.5 | Curtain headings are stapled or clipped within required heading area. |
| | | 3.6 | Problems are identified and reported following workplace procedures. |
| | | 3.7 | Finished work is dispatched to next process following workplace procedures. |
| | | 3.8 | Equipment and work area clean up are completed following 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 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 set up and operation of machines. This may be demonstrated either individually or in a team environment.

This unit covers work involving the set up and use of automated curtain pleating equipment following workplace-operating procedures.

The following variables may be present for this particular unit.

OH&S requirements may include:

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

Personal protective equipment may include:

- safety goggles/glasses
- hair nets
- ear muffs/plugs
- gloves
- footwear
- protective clothing

Information and procedures:

- machine manufacturers' specifications and operational procedures
- workplace procedures relating to the setting and operation of machinery
- work instructions, including job sheets, cutting lists, 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

Apply safe handling practices for equipment, products and materials.

Set up automated curtain pleating equipment to produce the required headings.

Interpret work order and locate and apply relevant information.

Operate automated curtain pleating equipment to produce at least three different heading types.

Follow work instructions, operating procedures and inspection practices to:

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

Work effectively with others.

Report process or materials faults, damaged curtains or equipment.

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 and limitations of curtain pleating equipment
- characteristics of materials used and products produced
- identification of equipment adjustment points, processes and procedures
- procedure for reporting faulty products or interruptions to workflow
- workflow requirements for process

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, 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, avoid wastage and estimate material requirements
- use pre-checking and inspection techniques to anticipate pleating problems, avoid reworking and avoid wastage
- use workplace technology related to pleating tasks, including tools, equipment and power supply systems

(4) Resource Implications

- automated pleating equipment
- operating procedures
- un-pleated curtains

(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 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"> • Manage process • Select 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.

LMFSOF1543A: Construct roman style blinds

Competency Descriptor:

This unit deals with the skills and knowledge required to construct and sew Roman style blinds to workplace requirements.

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Establish work requirements and prepare for work	1.1 Occupational Health & Safety (OH&S) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work.
	1.2 Work order requirements are checked and confirmed.
	1.3 Correct side of fabric, naps, direction of pattern and pattern matches are identified.
	1.4 Fabric is checked for flaws.
	1.5 Appropriate needle types for the fabric are selected and threaded.
2. Lay out work to be sewn	2.1 Linings and interlining materials are laid out and folded ready for sewing.
	2.2 Lining materials patterns are matched and secured.
	2.3 Face fabric is folded bringing edges to be seamed together to check any pattern matching and to maintain an appropriate finished length.
	2.4 Pattern matches are kept uniform within drops and across matching sets of blinds.
	2.5 Measuring and marking out of fold or stitching lines for batten placement is even and matches the work order or workplace requirements.
	2.6 Fabric is held together and, where required, supported with pins or other workplace approved methods.

- 3. Stitch seams and form corners
 - 3.1 Fabrics are held to allow for the personal right-hand or left-hand preference of the sewer, and manipulation requirements for the bulk and slipperiness of the materials.
 - 3.2 Machine sewing operations are completed correctly.
 - 3.3 Linings and interlinings are attached to the back of blind.
 - 3.4 Finished length and width of each panel are measured and checked against work order and adjusted where required.
 - 3.5 Batten pockets are inserted and fixed following workplace procedures.
 - 3.6 Hems are completed using any required weights, stitch type and appropriate sewing method.
 - 3.7 Corners are stitched and finished and threads trimmed.
- 4. Apply quality checks
 - 4.1 Finished blinds are checked ensuring stitch length, end finishing and final length of finished blinds match work requirements.
 - 4.2 Work is pressed for the next work stage.
 - 4.3 Rings are attached.
 - 4.4 Parts of the work, which do not comply with work order, are repaired.
- 5. Complete work
 - 5.1 Headboard is painted, stained or covered with fabric fixed along the board length, corners are mitred and fixed, reducing bulk and ensuring a neat finish.
 - 5.2 Blinds are fitted to headboard or track, threading completed and blindfolded using appropriate methods.
 - 5.3 Finished work is protected and dispatched to next process following workplace procedures.
 - 5.4 Workplace documentation or reporting is 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 set up and operation of machines. This may be demonstrated either individually or in a team environment.

Machine sewing operations are to ensure straight stitching along seam lines from the top to the lower edge of the material or vice versa, securing of beginning and end of threads of the stitching with even and appropriate seam stitch type, length, visibility and seams are flat and finished components match work requirements.

This unit covers work involving sewing and manipulation requirements for machine sewing a range of tailored blind types.

The following variables may be present for this particular unit.

Roman style blinds including:

- straight or relaxed
- bonded
- oriental
- cascade
- staggered
- kooped

OH&S requirements may include:

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

Machines may include, but are not limited to:

- industrial sewing machines
- pressing equipment
- staplers
- drills
- saws

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

- lining
- interlining and curtain fabrics
- fasteners
- threads
- headboard, or
- track

Personal protective equipment may include:

- safety goggles/glasses
- hair nets
- ear muffs/plugs
- gloves
- footwear
- protective clothing

Work order requirements include:

- widths and numbers of finished blinds
- seam allowances and types
- number and widths of panels
- mounting style
- headboard or track requirements
- lining and any interlining, and
- required fasteners and other materials

Information and procedures:

- machine manufacturers' specifications and operational procedures
- workplace procedures relating to the setting and operation of machinery
- work instructions, including job sheets, cutting lists, 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

Interpret work order, locate and use information relevant to the tasks completed.

Apply safe handling practices for equipment, products and materials.

Measure accurately and construct blinds to required size and accuracy.

Construct at least two different types of roman blinds.

Identify materials used and any special sewing requirements for the roman blinds.

Follow work instructions, operating procedures and inspection practices to:

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

Work effectively with others.

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

Report process or materials faults, damaged products or equipment

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- LMFSOF1382A: Machine sew materials
- LMFSOF1501A: Use soft furnishing sector hand and power tools

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- types, characteristics, uses and limitations of roman blinds
- design features of the roman blinds
- fabric types, common faults and inspection procedures
- Identification of equipment, processes and procedures for making the blind style.
- work requirements, including workplace standards
- risks to health from repetitive actions and prevention strategies

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, 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
- mathematical ideas and techniques. Use mathematical ideas and techniques to correctly complete measurements, calculate area and estimate material requirements
- use pre-checking and inspection techniques to anticipate blind construction problems, avoid reworking and avoid wastage
- use workplace technology related to the construction of roman blinds, including tools, equipment, materials and measuring devices

(4) Resource Implications

Appropriate sewing machine, fabrics, work order, workplace information, including work procedures and/or equipment instructions.

(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 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.

LMFSOF1553A: Construct Austrian/festoon style blinds

Competency Descriptor:

This unit deals with the skills and knowledge required to construct and sewing festoon style blinds.

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Establish work requirements and prepare for work	1.1	Work order requirements are checked and confirmed.
		1.2	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition.
		1.3	Correct side of fabric, naps, direction of pattern and pattern matches are identified.
		1.4	Fabric is checked for flaws and other defects.
		1.5	Appropriate needle types for the fabric are selected and threaded.
2.	Lay out work to be sewn	2.1	Occupational Health & Safety (OH&S) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work.
		2.2	Linings and any interlining materials are laid out and folded ready for sewing.
		2.3	Lining materials are matched and secured.
		2.4	Face fabric is folded, bringing edges to be seamed together to match any pattern and to maintain an appropriate finished length.
		2.5	Pattern matches are kept uniform within drops and across matching sets of blinds.
		2.6	Fabric is held together and, where required, supported with pins or other workplace approved methods.

3. Stitch seams and form corners
 - 3.1 Curtain fabrics are held to allow for the personal right-hand or left-hand preference of the sewer, and manipulation requirements for the bulk and slipperiness of the materials.
 - 3.2 Machine sewing operations are completed correctly.
 - 3.3 Finished length and width of each panel is measured and checked against work order and adjusted where required.
 - 3.4 Linings and interlinings are attached to back of blind.
 - 3.5 Corners are folded and formed to match work order or workplace requirements.
 - 3.6 Hems are completed using the appropriate stitch type and sewing method.
 - 3.7 Corners are stitched and finished and threads trimmed.
 - 3.8 Ring placement positions are measured and marked.
4. Sew gathering materials
 - 4.1 Headings and any stitching or slit along vertical gather lines are completed according to the work order.
 - 4.2 Ends of stitching are secured and any required weights are attached.
5. Finish work
 - 5.1 Finished blinds are checked ensuring stitch length; end finishing and size blinds match work requirements.
 - 5.2 Work is pressed.
 - 5.3 Parts of the work, which do not comply with work order, are repaired.
 - 5.4 Rings are attached.
 - 5.5 Gather tapes and gathering lines are pulled up maintaining even fullness in gather and even tension in gathering lines.
 - 5.6 Headboard is painted, stained or covered with fabric fixed along the board length, corners are mitred and fixed, reducing bulk and ensuring a neat finish.
 - 5.7 Blinds are fitted to headboard or track and threading complete.

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| 6. Complete work for next process | 6.1 Workplace required documentation or reporting is completed. |
| | 6.2 Finished work is folded, protected and dispatched following workplace procedures. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between 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 set up and operation of machines. This may be demonstrated either individually or in a team environment.

Machine sewing operations are to ensure straight stitching along seam lines from the face to the lower edge of the material, securing of beginning and end of threads of the stitching, even and appropriate seam stitch type, length, visibility, and seams are flat and finished components match work requirements.

The following variables may be present for this particular unit.

Austrian/festoon blinds may include:

- festoon
- London
- balloon
- cloud and festoon style curtain types, including lace, fabric-lined and unlined blind

OH&S requirements may include:

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

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

- industrial sewing machines
- measuring equipment
- stapler
- drill
- saw

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

- lining
- interlining and curtain fabrics
- fasteners, and
- threads

Personal protective equipment may include:

- safety goggles/glasses
- hair nets
- ear muffs/plugs, gloves
- footwear
- protective clothing

Work order requirements include:

- widths and numbers of finished blinds
- seam allowances and types
- number and widths of panels
- lining and any interlining
- contrasting edging
- required fasteners and other materials, and
- mounting style, headboard or track requirements

Information and procedures:

- machine manufacturers' specifications and operational procedures
- workplace procedures relating to the setting and operation of machinery
- work instructions, including job sheets, cutting lists, 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

Identify materials used and any special sewing requirements for the style of blinds.

Apply safe handling practices for equipment, products and materials.

Gather fabrics evenly to meet customer requirements and fabric type.

Construct at least two types of Austrian/festoon style blinds, which may be Austrian, festoon, London, balloon and cloud.

Follow work instructions, operating procedures and inspection practices to:

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

Work effectively with others.

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

Report process or materials faults, damaged products or equipment.

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- LMFSOF1501A: Use soft furnishing sector hand and power tools

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- types, characteristics, uses and limitations of Austrian/festoon style blinds
- design features of the Austrian/festoon style blinds
- fabric types, common faults and inspection procedures
- identification of equipment, processes and procedures for making the particular blind style
- work requirements, including workplace standards
- risks to health from repetitive actions and prevention strategies

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, 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, and estimate material requirements
- use pre-checking and inspection techniques to anticipate construction problems, avoid reworking and avoid wastage
- use workplace technology related to the construction of Austrian/festoon style blinds, including tools, equipment, materials and measuring devices

(4) Resource Implications

Appropriate sewing machine, fabrics, work order, workplace information, including work procedures and/or equipment instructions.

(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 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.

LMFSOF1563A: Chemically join textiles

Competency Descriptor:

This unit deals with the skills and knowledge required to use specialised equipment and processes to bond or glue textiles and timber for the manufacture of items, including bonded blinds and padded pelmets

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify the materials and process	1.1	The process and materials to be used are identified.
		1.2	The effect of the joining process on the materials is determined.
		1.3	The effect of the chemical reactions on the materials is determined.
		1.4	Allowances for joining overlaps are checked in workplace documentation and manufacturers' instructions.
		1.5	Curing times are identified for the materials and the process.
2.	Plan the joining process	2.1	Manufacturers' instructions and workplace procedures for the joining task are used in the planning process.
		2.2	Occupational Health & Safety (OH&S) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work.
		2.3	Work sequence is planned noting appropriate curing/cooling times, efficient work sequence and quality requirements.
3.	Set up equipment and materials for the process	3.1	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition.
		3.2	Site is checked for appropriate ventilation, fume extraction, protection of other surfaces from contamination with screens and or covers.

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| | 3.3 | Adjustments and settings are made to suit materials, manufacturers' instructions and workplace procedures. | |
| | 3.4 | Appropriate personal protection equipment is selected and assembled. | |
| 4. | Follow workplace procedures to complete the joining process | 4.1 | Joining procedures are completed following the planned work sequence. |
| | | 4.2 | Checks and tests of the process and the finished product are made. |
| | | 4.3 | Appropriate adjustments are made to the process to maintain the quality of the finished product. |
| | | 4.4 | Workplace documentation and records are completed as required. |

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 discretion, judgement and problem solving skills in the use of chemicals. This may be demonstrated either individually or in a team environment.

This unit covers work involved in the use of solvent and water-based chemicals to join or repair textiles and timber.

The following variables may be present for this particular unit.

OH&S requirements may include:

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

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

- glue guns

Information and procedures:

- chemical manufacturers' specifications and operational procedures
- workplace procedures relating to the setting and operation of chemicals and machinery
- work instructions
- workplace procedures relating to reporting and communication

Personal protective equipment may include:

- safety goggles/glasses
- hair nets
- ear muffs/plugs
- gloves
- footwear
- protective clothing

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

Apply safe handling practices for equipment, products and materials.

Select appropriate materials and joining process to match work requirements.

Maintain work area to meet environmental and safety regulations.

Conduct joining process within workplace quality parameters to chemically join at least three different types of textiles.

Follow work instructions, operating procedures and inspection practices to:

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

Work effectively with others.

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

Report process or materials faults, damaged products or equipment.

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- types, strengths and limitations of chemical joining processes and techniques
- changes in materials during the chemical repair and joining of materials
- testing for potential damage, including dye fastness for the adhesive and materials
- requirements for ventilation and personal protection equipment for the adhesives
- personal health effects of fumes, heat and other radiations

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, 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 chemical joining problems, avoid reworking and avoid wastage
- use workplace technology related to chemical joining of textiles, including tools, equipment, materials and measuring devices

(4) Resource Implications

- textiles
- timber
- joining materials
- job sheets

(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 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 2	
Use technology	Level 2	

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

LMFSOF1623A: Install motorised curtains and blinds

Competency Descriptor:

This unit deals with the skills and knowledge required to install motorised curtains and blinds.

Competency Field: Soft furnishing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify products, fittings and attachments to be used	1.1	Type of motorised curtain or blind to be installed is identified from work order.
		1.2	Required materials and tools are identified from work instructions and (where necessary) site inspection.
		1.3	Location of available power point is checked for suitability.
		1.4	Installation of power point in suitable location is arranged (if required).
2.	Plan process for fitting	2.1	Occupational Health & Safety (OH&S) requirements, including ergonomic criteria and personal protection needs, are observed throughout the work.
		2.2	Appropriate equipment is identified to minimise risks of damage to customers' premises or injuries to self.
		2.3	Manufacturers' information on products used is located and used to plan work.
		2.4	Attachment process is planned to conform to quality requirements, minimise time, economically use materials and maximise appearance of the finished work.
		2.5	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition.
3.	Complete fitting operations	3.1	Work plan is followed ensuring compliance with workplace procedures and OH&S requirements.
		3.2	Tracks or blinds installed and tested for correct operation.
		3.3	Curtains are attached to tracks and checked for smooth and even operation and hanging, including limits.
		3.4	Curtain or blind height and floor clearance is checked and compared to work order requirement.

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| 4. | Clean work area | 4.1 | Work site and any equipment used is cleaned and stored appropriately. |
| | | 4.2 | Unserviceable equipment is tagged, faults are identified and appropriate personnel are informed. |
| | | 4.3 | Completed work is inspected and compared to workplace quality requirements. |
| | | 4.4 | Fittings, curtains and blinds, which do not meet quality specifications are rectified on-site or returned to the workroom for repair. |
| | | 4.5 | Appropriate documentation or reporting is 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 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 set up and operation of machines. This may be demonstrated either individually or in a team environment.

This unit covers work involved in the fitting and adjustment of tracked window coverings that are electrically operated.

The following variables may be present for this particular unit.

OH&S requirements may include:

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

Motorised curtains and blinds may include:

- battery or
- plug-in mains power operated curtains or blinds

Tools and equipment may include, but are not limited to: hand or power operated tools, including:

- drills
- hammers
- screwdrivers
- power cord

Personal protective equipment may include:

- safety goggles/glasses
- hair nets
- ear muffs/plugs
- gloves
- footwear
- protective clothing

Information and procedures:

- machine manufacturers' specifications and operational procedures
- workplace procedures relating to the setting and operation of machinery
- 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

Interpret work order and locate and apply relevant information.

Apply safe handling practices for equipment, products and materials.

Follow work instructions, operating procedures and inspection practices to:

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

Install at least two different types of motorised curtains or blinds, including at least one curtain and one blind.

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:

- LMFSOF1501A: Use soft furnishing sector hand and power tools.

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- basic low voltage motor theory
- types, characteristics, uses and limitations of motorised curtain systems
- identification of equipment, processes and procedures
- workflow in relation to fitting electric motors, curtains, blinds and tracks

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, 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 motor 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 the installation of motorised systems, including tools, equipment, materials and measuring devices

(4) Resource Implications

- motors
- curtains
- tracks
- tools and equipment
- appropriate quality specifications and instructions

(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 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 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.

LMFSOF1643A: Provide technical advice to customers

Competency Descriptor:

This unit deals with the skills and knowledge required to provide advice to customers on a range of technical issues that impact on soft furnishings.

Competency Field: Soft Furnishing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify customer requirements	1.1	Questioning techniques are applied to determine the nature of the customer's requirements.
		1.2	Potential site problems or site-specific requirements are identified.
2.	Access and interpret information	2.1	All available information relating to the customer's specific requirements is gathered, recorded and confirmed with the customer.
		2.2	Information on options that potentially meet the customer's requirements is accessed and interpreted.
3.	Provide advice to customer	3.1	Viable options relating to products, techniques or solutions that are relevant to the customer's requirements are generated.
		3.2	Information on available options relating to products, techniques or solutions is provided to the customer.
		3.3	Features, benefits, limitations and safety implications relating to available options are explained to the customer.
		3.4	The customer is advised to seek specialist advice where warranted.

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 discretion, judgement and problem solving skills in determining customer and site requirements. This may be demonstrated either individually or in a team environment.

This unit covers work involving providing advice to customers in relation to technical issues that impact of soft furnishings.

The following variables may be present for this particular unit.

Technical advise to include:

- wall structures
- interior design
- motorisation
- energy conservation, and
- architectural drawing

OH&S requirements may include:

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

Tools and equipment may include measuring and calculating equipment, including:

- tapes
- rulers
- calculators
- computers

Materials may include:

- product and fabric samples
- visual aids (photographs, magazines, trade brochures, sketches, etc.)
- technical drawings

Information and procedures:

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

Personal protective equipment may include:

- safety goggles/glasses
- gloves
- footwear
- protective clothing

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.

Interpret plans, drawings and work instructions.

Select and use tools and equipment appropriate to the task.

Provide advice to customers on three occasions with each involving a different central subject.

Critical Aspects of Evidence (Cont'd)

Follow work instructions and operating procedures to:

- gather and interpret information on customer requirements and needs
- complete required workplace documentation
- minimise the risk of injury to self or others

Work effectively with others.

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

Identify safe handling practices for equipment, products and materials.

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- interpretation of plans, drawings and work sheets
- interior design principles
- types of motorisation
- energy conservation methods
- types of wall and ceiling construction
- identification of equipment, processes and procedures

Skills

The ability to:

- collect, organise and understand information related to work orders, and current trends and styles in interior decoration
- communicate ideas and information to enable confirmation of requirements and specifications, co-ordination of ideas with customers, and the gaining of the customer's confidence
- plan and organise activities, including the preparation and layout of the worksite and the obtaining of equipment and materials to avoid any back tracking, advisory services
- 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
- apply analytical techniques to many customers' requirements with preferred options
- use workplace technology related to locating and analysing options for the client

(4) Resource Implications

- sample products
- visual aids
- 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 will 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 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 3	
Solve problems	Level 3	
Use technology	Level 3	

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

BSBCOR0023A Organise personal work priorities and development

Competency Descriptor:

This unit covers the skills and knowledge required to organise own work schedules, monitor and obtain feedback on work performance, and maintain required levels of competence.

Competency Field: Core

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Organise and complete own work schedule	1.1 Work goals and objectives are understood, negotiated and agreed in accordance with organisational requirements. 1.2 Workload is assessed and prioritised to ensure completion within identified timeframes. 1.3 Factors affecting the achievement of work objectives are identified and incorporated into work plans. 1.4 Business technology is used efficiently and effectively to manage and monitor scheduling and completion of tasks.
2. Monitor own work performance	2.1 Personal work performance is accurately monitored and adjusted to ensure maintenance of job quality and customer service. 2.2 Feedback on performance is actively sought from colleagues and clients and evaluated in the context of individual and group requirements. 2.3 Variations in the quality of service and products are routinely identified and reported in accordance with organisational requirements.
3. Develop and maintain own competence level	3.1 Personal knowledge and skills are assessed against competency standards performance descriptions to determine development needs and priorities. 3.2 Opportunities for improvement are identified and planned in liaison with colleagues. 3.3 Feedback is used to identify and develop ways to improve competence within available opportunities.

- 3.4 New skills and opportunities to develop them are identified to achieve and maintain continuous learning.
- 3.5 Records and documents relating to achievements and assessments are stored and maintained in accordance with own requirements.

RANGE STATEMENT

The scope and context of this unit of competence allow 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:

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
- quality assurance assessments and recommendations
- recognition of Prior Learning

Organisational requirements may be included in:

- quality assurance and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- business and performance plans access and equity principles and practice ethical standards
- Occupational Health and Safety policies, procedures and programs quality and continuous improvement processes and standards defined resource parameters

Legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Factors affecting the achievement of work objectives may include:

- competing work demands
- technology/equipment breakdowns
- unforeseen incidents
- workplace hazards, risks and controls
- environmental factors such as time, weather, etc
- resource and materials availability
- budget constraints

Business technology may include:

- computers
- computer applications
- modems
- personal schedulers
- email
- internet/extranet/intranet
- photocopiers
- scanners
- facsimile machines
- printers

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

Work goals and objectives may include:

- sales targets
- reporting deadlines
- production targets
- budgetary targets
- team participation
- team and individual learning goals

Competency standards are standards which measure:

- all those personal and technical
- knowledge, skills and attitudinal
- aspects (competencies) required to effectively and efficiently undertake
- the day to day tasks and duties of the practitioner's work function

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- preparing work plans
- prioritising and scheduling work objectives and tasks
- seeking and acting on feedback from clients and colleagues
- reviewing own work performance against achievements through self-assessment
- accessing learning opportunities to extend own personal work competencies

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of

- the relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the organisation's policies, plans and procedures
- methods to elicit, analyse and interpret feedback
- techniques to prepare personal plans and establish priorities
- the principles and techniques of goal setting, measuring performance, time management and personal assessment
- processes to interpret competency standards and apply them to self
- methods to identify and prioritise personal learning needs

Skills

The ability to

- read and understand the organisation's procedures, own work goals and objectives
- proofread and edit own work
- organise work priorities and arrangements
- resolve routine problems
- give and receive constructive feedback on development needs
- 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 following resources should be provided:

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

(5) Method of Assessment

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

(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 must take account of the endorsed assessment guidelines in the Business Services Competency Package

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

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

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 1	
Solve problems	Level 2	
Use technology	Level 2	

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

BSBFLM0023A**Support leadership in the workplace**

Competency Descriptor:

This unit deals with the skills and knowledge required for the frontline supervisor to provide support for leadership in the workplace while working with teams and individuals.

Competency Field: Business Management Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Model high standards of management performance and behaviour	1.1 Management performance and behaviour meets the organisation's requirements. 1.2 Management performance and behaviour serves as a positive role model for others. 1.3 Performance plans are developed and implemented in accordance with the organisation's goals and objectives. 1.4 Key performance indicators are established and used to meet the organisation's goals and objectives
2. Enhance the organisation's image	2.1 The organisation's standards and values are used in conducting business. 2.3 Standards and values considered to be damaging to the organisation are questioned through established communication channels. 2.3 Personal performance contributes to developing an organisation which has integrity and credibility.
3. Influence individuals and teams positively	3.1 Expectations, roles and responsibilities are communicated in a way which encourages individuals/teams to take responsibility for their work. 3.2 Individual's/team's efforts and contributions are encouraged, valued and rewarded. 3.3 Ideas and information receive the acceptance and support of colleagues.

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| 4. | Make informed decisions | 4.1 | Information relevant to the issue(s) under consideration is gathered and organised. |
| | | 4.2 | Individuals/teams participate actively in the decision making processes. |
| | | 4.3 | Options are examined and their associated risks assessed to determine preferred course(s) of action. |
| | | 4.4 | Decisions are timely and communicated clearly to individuals/teams. |
| | | 4.5 | Plans to implement decisions are prepared and agreed by relevant individuals/teams. |
| | | 4.6 | Feedback processes are used effectively to monitor the implementation and impact of decisions. |

RANGE STATEMENT

The scope and context of this unit of competence allow 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:

Legislation, codes and national standards relevant to the workplace, which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

NVQJ level 3, frontline management will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule

- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer
- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Frontline supervisor normally operate in a relatively simple and routine workplace environment in which they use the organisation's:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

The organisation's standards and values will be:

- stated or implied by the way the organisation conducts its business

Organisation's requirements will be

- expressed in written documentation and orally. They will normally be expressed in terms of goals, plans, processes and procedures. The requirements also include the culture and standards demonstrated by the organisation

Colleagues may include:

- team members, employees at the same level and more senior managers, and may include people from a wide variety of social, cultural and ethnic backgrounds

Feedback processes may be:

- formal or informal and may be from internal or external sources

OHS considerations may include:

- implement and monitor OHS procedures in area of responsibility
- leadership in OHS practice as an ethical standard
- OHS hazard identification, risk assessment and control approaches evident in decisions

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- displays high standards of leadership
- demonstrates a positive influence on others
- uses effective consultative processes
- makes soundly researched decisions

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BSBCMN302A Organise personal work priorities and development
- BSBFLM304A Participate in work teams
- BSBFLM306A Provide workplace information and resourcing plans

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the principles and techniques associated with:
 - leading people
 - preparing performance plans
 - establishing key performance indicators
 - influencing others
 - establishing effective consultative processes
 - making decisions
- the characteristics of a positive role model
- the types of actions which uphold the organisation's image

Skills

The ability to:

- use written and oral information about workplace requirements
- demonstrate communication skills including receiving and analysing feedback and reporting
- access and interpret the organisation's standards and values
- research and analytical skills to interpret data
- plan and organise to meet work priorities
- monitor and introduce practices to improve work performance
- influence colleagues positively
- use information systems to advantage
- use feedback to achieve positive outcomes
- use coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

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

(5) Method of Assessment

- 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

(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 must take account of the endorsed assessment guidelines in the Business Services Competency Package

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

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level I.

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 2	
Work with others and in team	Level 2	
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.

BSBFLM0033A Contribute to effective workplace relationships

Competency Descriptor:

This unit deals with the skills and knowledge required to develop, establish and maintain effective workplace relationships and networks. It covers the activities of communication and representation.

Competency Field: Business Management Services

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 method(s) used to communicate ideas and information is appropriate to the audience. 1.3 Communication takes into account social and cultural diversity. 1.4 Input from internal and external sources is sought, and valued in developing and refining new ideas and approaches.
2. Develop trust and confidence	2.1 People are treated with integrity, respect and empathy. 2.2 The organisation's social, ethical and business standards are used to develop and maintain positive relationships. 2.3 Trust and confidence of colleagues, customers and suppliers is gained and maintained through competent performance. 2.4 Interpersonal styles and methods are adjusted to the social and cultural environment.
3. Build and maintain networks and relationships	3.1 Networking is used to identify and build relationships. 3.2 Networks and other work relationships provide identifiable benefits for the team and organisation. 3.3 Action is taken to maintain the effectiveness of workplace relationships.

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|----|--|-----|--|
| 4. | Manage difficulties to achieve positive outcomes | 4.1 | Problems are identified and analysed, and action is taken to rectify the situation with minimal disruption to performance. |
| | | 4.2 | Colleagues receive guidance and support to resolve their work difficulties. |
| | | 4.3 | Poor work performance is managed within the organisation's processes. |
| | | 4.4 | Conflict is managed constructively within the organisation's processes. |
| | | 4.5 | Difficult situations are negotiated to achieve results acceptable to the participants, and which meet organisation's and legislative requirements. |

RANGE STATEMENT

The scope and context of this unit of competence allow 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:

Legislation, codes and national standards relevant to the workplace, which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination.

NVQJ level 3, frontline management will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer

- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Level 3 frontline management normally operate in a relatively simple and routine workplace environment in which they use the organisation's:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

The organisation's social, ethical and business standards refers to:

- those relevant to frontline management's work activities. They may be written or oral, stated or implied

Sources of information may be:

- internal or external and print or non-print

Colleagues may include:

- team members, employees at the same level and more senior managers, and may include people from a wide variety of social, cultural and ethnic backgrounds

Customers and suppliers would typically be from:

- internal sources, although there may be some limited external contact

Networks may be:

- internal and/or external. They may be with individuals or groups, either through established structures or through unstructured arrangements

Guidance and support may be

- provided by frontline management or arranged from alternative internal or external sources

Occupational Health & Safety (OH&S) considerations may include:

- OH&S practice as an ethical standard as well as legislative requirements
- organisation's responsibilities to customers and suppliers
- change communication to cater for social and cultural diversity

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- establishes and maintains positive work relationships
- develops trust and confidence
- accesses and analyses information to achieve planned outcomes
- resolves problems and conflicts effectively and efficiently

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- principles and techniques associated with:
 - developing trust and confidence
 - consistent behaviour in work relationships
 - identifying the cultural and social environment
 - identifying and assessing interpersonal styles
 - establishing networks
 - problem identification and resolution
 - handling conflict
 - managing poor work performance
- Managing relationships to achieve planning responsibilities
- Monitoring and introducing ways to improve work relationships
- Contributing to the elimination of discrimination/bias

Skills

The ability to:

- demonstrate communication skills including researching, analysing and interpreting information from a variety of people, reporting
- responding to unexpected demands from a range of people
- using consultative processes effectively
- forging effective relationships with internal and/or external people
- gaining the trust and confidence of colleagues
- dealing with people openly and fairly
- using coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

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

(5) Method of Assessment

- 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

(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 must take account of the endorsed assessment guidelines in the Business Services Competency Package

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

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

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 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.

BSBFLM0043A Participate in work teams

Competency Descriptor:

This unit deals with the skills and knowledge required by the frontline supervisor to play a key role in leading, participating in, facilitating and empowering work teams/groups within the context of the organisation.

Competency Field: Business Management Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Participate in team planning	<p>1.1 The supervisor assists the team establish its purpose, roles, responsibilities and accountabilities in accordance with the organisation's goals, plans and objectives.</p> <p>1.2 The supervisor assists the team monitor and adjust its performance within the organisation's continuous improvement policies and processes.</p> <p>1.3 The supervisor encourages the team to use the competencies of each member for team and individual benefit.</p>
2. Develop team commitment and co-operation	<p>2.1 The manager assists the team to use open communication processes to obtain and share information.</p> <p>2.2 The team makes decisions in accordance with its agreed roles and responsibilities.</p> <p>2.3 The manager supports the team to develop mutual concern and camaraderie.</p>
3. Manage and develop team performance	<p>3.1 The results achieved by the team contribute positively to the organisation's business plans.</p> <p>3.2 The manager encourages the team to exploit innovation and initiative.</p> <p>3.3 Team and individual competencies are monitored regularly to confirm that the team is able to achieve its goals.</p> <p>3.4 Team members share and enhance their knowledge and skills.</p>
4. Participate in and facilitate the work team	<p>4.1 Team members participate actively in team activities and communication processes.</p>

- 4.2 Individuals and teams take individual and joint responsibility for their actions.
- 4.3 The team receives support to identify and resolve problems which impede its performance

RANGE STATEMENT

The scope and context of this unit of competence allow 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:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Teams may be:

- one or a mixture of on-going, work-based, project-based, task specific, or cross-functional. Teams may include full time employees, contractors, part time employees

The organisation's goals, plans and objectives refers to:

- those relevant to frontline management's work activities and to the teams in which frontline management is involved

OHS considerations may include:

- implement and monitor participative arrangements
- information to team about OHS and the organisation's OHS policies, procedures and practices

Frontline supervisors normally operate in a relatively simple and routine workplace environment in which they use the organisation's

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

The supervisor may:

- adopt a variety of roles in teams including leader, facilitator, participant, coach, mentor

Competencies refer to:

- the abilities of the team members and may be formally recognised or not formally recognised. They may be industry-wide, enterprise specific or individual specific

Knowledge and skill development may:

- take place through a variety of methods including for example, coaching, mentoring, exchange/rotation, shadowing, action learning, structured training programs

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- provides leadership to team
- contributes positively to team performance
- provides coaching and mentoring support

(2) Pre-requisite Relationship of Units

- BSBFLM0023A Support leadership in the workplace
- BSBFLM0033A Contribute to effective workplace relationships
- BSBFLM0063A Provide workplace information and resourcing plans
- BSBFLM3013A Support a workplace learning environment

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- principles and techniques associated with:
 - the organisation of teams
 - team goal setting
- devolving responsibility/accountability to teams:
 - team dynamics
 - conflict resolution
 - gaining team commitment
 - monitoring and assessing team performance
- gain team commitment to the organisation's goals, values and plans
- the forms of bias/discrimination and how to deal with them

Skills

The ability to:

- access and use workplace information
- assess the competence of the team
- Facilitate the participation of team members
- work effectively with team members who have diverse work styles, aspirations, cultures and perspectives
- facilitate team development and improvement
- assess competency development requirements
- gain the trust and confidence of colleagues
- deal with people openly and fairly
- use coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

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

(5) Method of Assessment

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

(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 must take account of the endorsed assessment guidelines in the Business Services Competency Package

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

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

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 2	
Work with others and in team	Level 2	
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.

BSBFLM0053A Support operational plan

Competency Descriptor:

This unit deals with the skills and knowledge required for the frontline supervisor to actively engaged in planning, implementing, monitoring and recording performance to achieve the business plans of the team/organisation.

Competency Field: Business Management Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan resource use	1.1 Resource information for use in operational plans is collected, analysed and organised in consultation with colleagues and specialist resource managers. 1.2 Operational plans contribute to the achievement of the organisation's performance/business plan. 1.3 Key performance indicators are developed within operational plans. 1.4 Contingency plans are prepared in the event that initial plans need to be varied.
2. Acquire resources	2.1 Employees are recruited and/or inducted within the organisation's human resource management policies and practices. 2.2 Physical resources and services are acquired within the organisation's policies, practices and procedures.
3. Monitor operational performance	3.1 Performance systems and processes are monitored to assess progress in achieving profit/productivity plans and targets. 3.2 Budget and actual financial information is analysed and interpreted to monitor profit/productivity performance. 3.3 Unsatisfactory performance is identified and prompt action is taken to rectify the situation. 3.4 Mentoring and coaching is provided to support individuals/teams use resources to the required standard.

- 3.5 Recommendations for variation to operational plans are negotiated and approved by the designated persons/groups.
- 3.6 Systems, procedures and records associated with documenting performance are managed in accordance with the organisation's requirements.

RANGE STATEMENT

The scope and context of this unit of competence allow 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:

Legislation, codes and national standards relevant to the workplace, which may include

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

NVQJ level 3 supervisors will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer
- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Frontline management at level III normally operate in a relatively simple and routine workplace environment in which they use the organisation's:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

OHS considerations may include:

- provision of information about OHS and the organisation's OHS policies, procedures and programs
- employee induction
- systems, procedures and records
- organisation's procedures for dealing with hazardous events
- key performance indicators include OHS

The organisation's policies, practices and procedures are:

- those which govern the acquisition of resources, for example, the purchase of equipment

Designated persons/groups may include:

- those who have the authority to make decisions and/or recommendations about varying operations

Resources may include:

- people
- power/energy
- information
- finance
- buildings/facilities
- equipment
- technology
- time

Operational plans are:

- the short term plans developed by the department/section to describe product/service performance

Colleagues and specialist resource managers may include:

- persons at the same level or more senior managers, and may include people from a wide range of social, cultural and ethnic backgrounds

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EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- produces short term plans for department/section
- plans, acquires and uses resources
- monitors and adjusts operational performance
- reports performance

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BSBFLM0023A Support leadership in the workplace
- BSBFLM0033A Contribute to effective workplace relationships
- BSBFLM0043A Participate in work teams
- BSBFLM0063A Provide workplace information and resourcing plans
- BSBCM0113A Maintain workplace safety
- BSBFLM0093A Support continuous improvement systems and processes

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the principles and techniques of:
 - planning operations
 - resource planning
 - resource management systems
 - budgeting and financial analysis and interpretation
 - monitoring performance
 - reporting performance
 - problem identification and resolution
 - alternative approaches to improving resource usage and eliminating resource inefficiencies and waste
- ways of supporting individuals/teams who have difficulty in performing to the required standard

Skills

The ability to:

- access and use workplace information
- maintain a safe workplace and environment
- access and use feedback to improve operational performance
- prepare recommendations to improve operations
- access and use established systems and processes
- use coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

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

(5) Method of Assessment

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

(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 must take account of the endorsed assessment guidelines in the Business Services Competency Package.

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

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

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 2	
Work with others and in team	Level 2	
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.

BSBFLM0063A Provide workplace information and resourcing plans

Competency Descriptor:

This unit deals with the skills and knowledge required by the supervisor to identify, acquire, analyse and use appropriate information so as to carry out his or her part in the effectiveness of the organisation's performance.

Competency Field: Business Management Services

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify and source information needs	1.1	The information need of teams is determined and the sources are identified.
		1.2	Information held by the organisation is acquired and reviewed to determine suitability and accessibility.
		1.3	Plans are prepared to obtain information which is not available/accessible within the organisation.
2.	Collect, analyse and report information	2.1	Collection of information is timely and relevant to the needs of teams.
		2.2	Information is in a format suitable for analysis, interpretation and dissemination.
		2.3	Information is analysed to identify and report relevant trends and developments in terms of specified the needs.
3.	Use management information systems	3.1	Management information systems are used effectively to store and retrieve data for decision making.
		3.2	Technology available in the work area is used to manage information effectively.
		3.3	Recommendations for improving the information system are submitted to designated persons/groups.
4.	Prepare business plan/budgets	4.1	Teams are involved in business plans and/or budget preparation in a way which uses their contribution effectively and gains their support for the outcomes.
		4.2	Business plans and/or budgets are prepared and presented in accordance with the organisation's guidelines and requirements.
		4.3	Contingency plans are prepared in the event that alternative action is required.

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| 5. Prepare resource proposals | 5.1 Resource planning data is collected in consultation with colleagues, including those who have a specialist role in resource management. |
| | 5.2 Estimates of resource needs and use reflects the organisation's business plans, and customer and supplier requirements. |
| | 5.3 Proposals to secure resources are supported by clearly presented submissions describing realistic options, benefits, costs and outcomes. |

RANGE STATEMENT

The scope and context of this unit of competence allow 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:

Legislation, codes and national standards relevant to the workplace, which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

NVQJ level 3, supervisor will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer
- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Frontline supervisor at level III normally operate in a relatively simple and routine workplace environment in which they use the organisation's:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

OHS considerations include:

- provision of information about OHS and the organisation's OHS policies, procedures and programs
- inclusion of OHS in business plans
- resource proposals address OHS

Information may be:

- available in writing or verbally, held in computer or in manual systems, available internally or externally

Technology will be:

- that readily available in the workplace and be appropriate to frontline management's roles and responsibilities

Designated persons/groups includes:

- those who have the authority to make decisions and/or recommendations about information systems

Resources may include:

- for example, people, power/energy, information, finance, buildings/facilities, equipment, technology, time

Colleagues may include:

- team members, employees at the same level or more senior managers, and may include people from a wide variety of social, cultural and ethnic backgrounds

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- accesses, uses and communicates workplace information
- provides feedback on how to improve the management information system
- researches and prepares financial and resource plans/proposals

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BSBFLM0023A Support leadership in the workplace
- BSBFLM0053A Support operational plan
- BSBCM0103A Deliver and monitor a service to customers
- BSBCM0113A Maintain workplace safety
- BSBFLM0093A Support continuous improvement systems and processes

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the principles and techniques of:
- workplace information systems
- business plans/budgets resource proposals
- the basic financial concepts in business plans/budgets
- the methods to gain efficiencies in resource management

Skills

The ability to

- to access and use workplace information
- use communication skills including information collection, analysis and interpretation and reporting
- identify information requirements of the team
- manage information to achieve goals and results
- researching information
- improve information usage in decision making
- prepare information in a format for use by colleagues
- use coaching and mentoring skills to provide support to colleagues
- access technology to extract/input information
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

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

(5) Method of Assessment

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.

(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 must take account of the endorsed assessment guidelines in the Business Services Competency Package.

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

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

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 2	
Work with others and in team	Level 2	
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.

BSBFLM0093A Support continuous improvement systems and processes

Competency Descriptor:

This unit deals with the skills and knowledge required for the frontline supervisor to have an active role in managing the continuous improvement process in achieving the organisation's objectives.

Competency Field: Business Management Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Implement continuous improvement systems and processes	1.1 The manager actively encourages and supports team members to participate in decision making processes and to assume responsibility and authority.
	1.2 The organisation's continuous improvement processes are communicated to individuals/teams.
	1.3 The manager's mentoring and coaching support ensures that individuals/teams are able to implement the organisation's continuous improvement processes.
2. Monitor, adjust and report performance	2.1 The organisation's systems and technology are used to monitor progress and to identify ways in which planning and operations could be improved.
	2.2 Customer service is strengthened through the use of continuous improvement techniques and processes.
	2.3 Plans are adjusted and communicated to those who have a role in their development and implementation.
3. Consolidate opportunities for further improvement	3.1 Team members are informed of savings and productivity/service improvements in achieving the business plan.
	3.2 Work performance is documented and the information is used to identify opportunities for further improvement.
	3.3 Records, reports and recommendations for improvement are managed within the organisation's systems and processes.

RANGE STATEMENT

The scope and context of this unit of competence allow 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:

Legislation, codes and national standards relevant to the workplace, which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

NVQJ level 3, frontline supervisors will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer
- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Frontline supervisors at this level III normally operate in a relatively simple and routine workplace environment in which they use the organisations:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

Technology will be:

- that readily available in the workplace and will be appropriate to frontline management's roles and responsibilities

Customer service may be:

- internal or external, to existing or new clients

OHS considerations may include:

- implement and monitor participative arrangements for the management of OHS
- delegation and reporting complies with requirements of OHS legislation
- the continuous improvement processes of any OHS management system are implemented and monitored

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- adjusts plans, processes and procedures to improve performance
- supports others to implement the continuous improvement system/processes
- identifies opportunities for further improvement

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BSBFLM0023A Support leadership in the workplace
- BSBFLM0043A Participate in work teams
- BSBFLM0053A Support operational plan
- BSBCM0103A Deliver and monitor a service to customers
- BSBCM0113A Maintain workplace safety.
- BSBCM0123A Support innovation and change
- BSBFLM0113A Support a workplace learning environment

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, and industrial relations
- the principles and techniques associated with:
 - continuous improvement systems and processes, benchmarking, and best practice
 - the benefits of continuous improvement
 - the quality approaches which the organisation may implement
 - the methods that can be used in continuous improvement
 - the barriers to continuous improvement

Skills

The ability to:

- access and use workplace information
- use communication skills including researching, analysing and interpreting information from a variety of people and reporting
- monitor and evaluate systems, processes and procedures
- gain the commitment of individuals/teams to continuous improvement
- Consolidate opportunities for improvement
- deal with people openly and fairly
- use consultation skills effectively
- use coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

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

(5) Method of Assessment

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

(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 must take account of the endorsed assessment guidelines in the Business Services Competency Package

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

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

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 2	
Work with others and in team	Level 2	
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.

BSBCOR0103A**Deliver and monitor a service to customer**

Competency Descriptor:

This unit deals with the skills and knowledge required to ensure that products and services are delivered and maintained to standards agreed by the organisation and the customer. This will be carried out in the context of the organisation's policies and practices as well as legislation, conventions and codes of practice.

Competency Field:

Front Line Management

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Plan to meet internal and external customer requirements	1.1	The needs of customers are researched, understood, and assessed, and included in the planning process.
		1.2	Provision is made in plans to achieve the quality, time and cost specifications agreed with customers.
2.	Ensure delivery of quality products/services	2.1	Products/services are delivered to customer specifications within the team's business plan.
		2.2	Team performance consistently meets quality, safety, resource and delivery standards.
		2.3	Coaching and mentoring assists colleagues to overcome difficulty in meeting customer service standards.
3.	Monitor, adjust and report customer service	3.1	The organisation's systems and technology are used to monitor progress in achieving product/service targets and standards.
		3.2	Customer feedback is sought and used to improve the provision of products/services.
		3.3	Resources are used effectively to provide quality products/services to customers.
		3.3	Decisions to overcome problems and adjust products/services are taken in consultation with designated individuals/groups.
		3.4	Records, reports and recommendations are managed within the organisation's systems and processes.

RANGE STATEMENT

The scope and context of this unit of competence allow 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:

Legislation, codes and national standards relevant to the workplace, which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Frontline Supervisor with NCTVET level III Qualification will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to
- rectify faulty service to a customer
- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Frontline management at this level III normally operate in a relatively simple and routine workplace environment in which they use the organisation's:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

Customers may be:

- internal or external, and be drawn from existing or new sources

Technology will be:

- that readily available in the workplace and will be appropriate to frontline management's roles and responsibilities

Resources may include:

- People, power/energy, information, finance, building/facilities, equipment, technology, time

Designated individuals/group include:

- Those who have authority to adjust plans

OHS considerations may include:

- Safe delivery of organisations products/services

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- prepares plans to meet customer needs
- provides quality service consistently
- reviews and improves services following feedback
- reports outcomes of customer service

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BSBFLM0023A Support leadership in the workplace
- BSBFLM0043A Participate in work teams
- BSBCOR0113A Maintain workplace safety
- BSBFLM0093A Support continuous improvement systems and processes

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the organisation's policies and procedures for dealing with customers
- the principles and techniques of: researching customer needs, customer relations, customer behaviour, identification and resolution problem
- maintaining product/service quality
- an understanding of a person needs to perform work to the required standard

Skills

The ability to:

- access and use workplace information
- communication skills including researching and analysing information and reporting
- manage work within responsibility to achieve goals and results
- develop and maintain communication with customers
- make effective use of customer feedback
- prepare and negotiate recommendations to improve customer service
- ensure that legislation and standards are met
- manage products/services within budget constraints
- use coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

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

(5) Method of Assessment

- 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

(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 must take account of the endorsed assessment guidelines in the Business Services Competency Package

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

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

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 2	
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.

BSBFLM0013A Support a workplace learning environment

Competency Descriptor:

This unit deals with the skills and knowledge required by the frontline supervisor to play a prominent role in encouraging and supporting the development of learning in the work environment.

Competency Field: Business Management Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Create learning opportunities	<p>1.1 Workplace environments which facilitate learning are developed and supported.</p> <p>1.2 Learning plans are developed as an integral part of individual/team performance plans.</p> <p>1.3 Learning plans reflect the diversity of needs and learning opportunities.</p> <p>1.4 Individual/team access to, and participation in, learning opportunities is facilitated.</p> <p>1.5 Negotiation with training and development specialists results in the planning and provision of learning which enhances individual, team and organisational performance.</p>
2. Facilitate and promote learning	<p>2.1 Workplace activities are used as opportunities for learning.</p> <p>2.2 Coaching and mentoring contributes effectively to development of workplace knowledge, skills and attitudes.</p> <p>2.3 The benefits of learning are shared with others in the team/organisation.</p> <p>2.4 Workplace achievement is recognised by timely and appropriate recognition, feedback and rewards.</p>
3. Monitor and improve learning effectiveness	<p>3.1 Performance of individuals/teams is monitored to determine the type and extent of additional work-based support.</p> <p>3.2 Feedback from individuals/teams is used to identify and introduce improvements in future learning arrangements.</p> <p>3.3 Adjustments negotiated with training and development specialists result in improvements to the efficiency and effectiveness of learning.</p>

- 3.4 Records and reports of competency are documented and maintained within the organisation's systems and procedures.

RANGE STATEMENT

The scope and context of this unit of competence allow 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:

Legislation, codes and national standards relevant to the workplace, which may include

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety (OH&S) and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

NVQJ level 3, frontline supervisor will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer
- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Frontline supervisors normally operate in a relatively simple and routine workplace environment in which they use the organisations:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

Training and development specialists may be:

- internal or external

Workplace activities to facilitate learning may include:

mentoring, action learning, coaching, shadowing, exchange/rotation

OHS considerations may include:

- implement and monitor organisation's procedures for providing OHS training
- learning plans include OHS
- training records include OHS

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- facilitates the development of a learning environment
- identifies workplace activities which facilitate learning
- negotiates learning arrangements with training and development specialists
- provides coaching and mentoring support

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BSBCMN0023A Organise personal work priorities
- BSBFLM0023A Support leadership in the workplace
- BSBFLM0053A Support operational plan
- BSBCMN0103A Deliver and monitor a service to customers
- BSBCMN0113A Maintain workplace safety.

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the principles and techniques associated with:
 - adult learning
 - establishing a learning environment
 - work based learning
 - structuring learning

Skills

The ability to:

- access and use workplace information
- identify learning needs
- develop learning plans
- select and use work activities to create learning opportunities
- establish a workplace which is conducive to learning
- negotiate learning arrangements with training and development specialists
- encourage colleagues to share their knowledge and skills
- use coaching and mentoring to support learning
- evaluate the effectiveness of learning
- gain the trust and confidence of colleagues
- deal with people openly and fairly
- use consultation skills effectively
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

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

(5) Method of Assessment

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.

(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 must take account of the endorsed assessment guidelines in the Business Services Competency Package.

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

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

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 2	
Work with others and in team	Level 2	
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.

BSBCOR0113A: Maintain workplace safety

Competency Descriptor

This unit deals with the skills and knowledge required for the frontline supervisor to implement and monitor the organisation's Occupational Health and Safety policies, procedures and programmes to meet statutory requirements.

Competency Field:

Front Line Management

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Assist incorporation of Occupational Health and Safety policy and procedures into the work team	1.1 Understanding of basic requirements of Occupational Health and Safety legislation in area of responsibility appropriate for health and safety needs of a small work team are demonstrated. 1.2 Information on the organisation's Occupational Health and Safety policies, procedures and programs is provided in a readily accessible manner and clearly explained to the work group. 1.3 Information about identifying hazards and the outcomes of risk assessment and control is regularly provided and clearly explained to the work group.
2. Support participative arrangements for the management of Occupational Health and Safety	2.1 Organisational consultative procedures are implemented and monitored to facilitate participation of work group in management of work area hazards. 2.2 Issues raised through consultation are promptly dealt with in accordance with organisational procedures for issue resolution. 2.3 Encouragement and assistance is given to team members to contribute to the management of Occupational Health and Safety at the workplace. 2.4 Feedback from individuals and teams is used to identify and implement improvements in the management of Occupational Health and Safety.

3. Support the organisation's procedures for providing Occupational Health and Safety training	3.1	Advice is provided on Occupational Health and Safety training needs of individuals and workgroup.
	3.2	Advice is provided on strategies and opportunities for development of workgroup's competencies in relation to Occupational Health and Safety.
	3.3	Coaching and mentoring assistance is provided to team members to support the effective development of individual and group competencies in Occupational Health and Safety.
4. Participate in identifying hazards and assessing and controlling risks for the work area	4.1	Advice is provided on hazards in the work area in accordance with organisation's Occupational Health and Safety policies and procedures.
	4.2	Support is provided in implementing procedures to control risks using the hierarchy of controls and in accordance with organisational procedures.
	4.3	Inadequacies in existing risk control measures are identified and reported in accordance with the hierarchy of controls.
	4.4	Occupational Health and Safety records of incidents in the work area are accurately completed and maintained in accordance with Occupational Health and Safety legal requirements.

RANGE STATEMENT

The scope and context of this unit of competence allow 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:

Legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Occupational Health and Safety legislation will include:

- common law duties to meet the general duty of care requirements
- requirements for the maintenance and confidentiality of records of occupational injury and disease
- provision of information, induction and training
- regulations and approved codes of practice relating to hazards present in work area
- health and safety representatives and health and safety committees
- prompt resolution of health and safety issues

Organisational Occupational Health and Safety policies and procedures may include:

- | | |
|---|--|
| <ul style="list-style-type: none"> • procedures for hazard identification • procedures for risk assessment, selection and implementation of risk control measures • incident (accident) investigation • OHS audits and safety inspections • consultative arrangements for employees in work area • hazard reporting procedures • safe operating procedures/instructions • use & care of personal protective equipment | <ul style="list-style-type: none"> • emergency & evacuation procedures • purchasing policy & procedures • plant & equipment maintenance & use • hazardous substances use and storage • dangerous goods transport & storage • OHS arrangements for on site contractors, visitors and members of public • first aid provision/medical practitioner contact & attention • site access |
|---|--|

Identification of hazards and assessment of risk may occur through activities such as:

- workplace inspections in area of responsibility
- consulting work team members
- housekeeping
- checking equipment before and during work
- review of records, eg injury, hazardous substances including labels and Materials Safety Data Sheet register, dangerous goods storage list, training, plan and equipment maintenance, etc

Training needs relating to Occupational Health and Safety may include:

- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- personal study

Coaching and mentoring assistance may include:

- explaining/clarifying
- respecting the contribution of all participants and giving credit for achievements
- presenting and promoting a safe workplace
- problem solving
- providing encouragement
- providing feedback to another team member

Controlling risks in the work area may include actions such as:

- application of the hierarchy of control, namely:
- eliminate the risk
- reduce/minimise the risk through engineering controls, administrative controls, personal protective equipment
- regular consultation with workers

Hazards and associated risks to which the work team may be exposed in the work area may include:

- blocked exits
- slippery and uneven floors
- untidy and or noisy work areas
- lack of adequate storage
- reliance on low order control measure (eg PPE) to reduce worker risk exposure instead of controlling the hazard itself
- unguarded /poorly maintained machinery and equipment
- unlabelled chemicals and substances
- ergonomically unsuitable work stations and task design, eg. repetitive work, poor lighting/ glare surfaces, non-adjustable work surfaces & seating
- internal/external threat of occupational violence and bullying

Organisational procedures for consultation and issue resolution may include:

- formal and informal meetings
- health and safety committees
- attendance of health and safety representatives at management meetings
- other committees, for example, planning and purchasing
- early response to employee suggestions, requests, reports and concerns put forward to management
- counselling/disciplinary processes

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- identify and comply with Occupational Health and Safety legal and organisational requirements
- apply procedures for identifying hazards in the work area
- apply procedures for assessing and controlling risks to health & safety associated with those hazards, in accordance with the hierarchy of control
- provide specific, clear and accurate information and advice on workplace hazards to work group
- provide appropriate supervision of work group

(2) Pre-requisite Relationship of units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- the relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- hazards and associated risks which exist in the workplace
- organisation's policies and procedures relating to hazard management, fire, emergency, evacuation, incident (accident) investigating and reporting
the relevance of Occupational Health and Safety management to other organisational systems and procedures of characteristics and composition of the workgroup

Skills

The ability to:

- understand workplace procedures and work instructions for identifying and reporting hazards and interpreting Occupational Health and Safety signs and symbols
- analysing skills to identify hazards and assess risks in the work area
- analysis data including incident (accident) monitoring environmental monitoring
- evaluation of effectiveness of risk control measures
- assess resources required to apply risk control measures
- demonstrate coaching and mentoring skills to provide support to colleagues
relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

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

(5) Consistency of Performance

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

(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 must take account of the endorsed assessment guidelines in the Business Services Competency Package

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

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

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		
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Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
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