

Processes in kitchen and bathroom projects

Supporting:

MSFKB3001: Identify processes in kitchen and bathroom projects



Work book

**KITCHEN AND CABINET
BATHROOM MAKING**

Name:

Processes in kitchen and bathroom projects Workbook

Containing learning activities and assignments supporting the unit of competency:

MSFKB3001 Identify processes in kitchen and bathroom projects

The assignment templates are also available in an electronic 'Word' version,
downloadable from the INTAR website at:

www.intar.com.au



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Parts of this resource are based on materials developed by Workspace Training for the original Kitchen and bathroom cabinetmaking Project, produced in 2011-2014 for the Workplace English Language and Literacy (WELL) Program.

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In all cases, users should consult the original source documents before relying on any information presented in the resource. These source documents include manufacturers' installation guides, Australian Standards, codes of practice and other materials produced by specialist industry bodies and government agencies.

About INTAR

Industry Network Training and Assessment Resources (INTAR) is a partnership owned by Workspace Training and Vaughan Consulting Software Solutions – the development team that produced the original Flooring Technology project for the Commonwealth Government WELL Program.

INTAR was formed to enable the development work to continue, following the abolition of the WELL Program in 2014. All new materials are now paid for by subscribers and members who contribute to the INTAR funding pool. Access to the subscription site is via a password protected area.

Members of INTAR include TAFE teachers, RTO trainers, manufacturers and other suppliers of industry products and services.

In addition to learner guides, workbooks and on-line materials, INTAR also provides members with the following resources and services:

- nationally validated assessment tools for all competencies covered in the learning materials
- participation in the validation groups that meet to validate assessment tools and strategies
- forums for direct consultation with manufacturers, employers and other industry personnel
- evidence of the continuous improvement, validation and consultation processes, suitable for use in demonstrating compliance with the *Standards for RTOs 2015*.

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Introduction

Processes in kitchen and bathroom projects is a 'learning unit' from the Kitchen and bathroom cabinetmaking training resource. It supports the following unit of competency from the *Certificate III in Cabinetmaking (Kitchen and bathroom)* (MSF31113):

- *MSFKB3001: Identify processes in kitchen and bathroom projects.*

To be assessed as competent, your assessor will use a range of methods to check your understanding of the concepts presented in the Learner guide for this unit and your ability to identify the processes involved in kitchen and bathroom renovation and new installation projects.

These may include:

- written assignments
- practical demonstrations
- on-the-job discussions about how you go about particular activities
- learning activities undertaken while you're progressing through the unit
- examples of installations you have undertaken
- log book or work diary.

Literacy, numeracy and computer skills

Literacy is the ability to read and write. To complete this qualification, you will need sufficient literacy skills to produce a range of workplace documents. You will also need the skills to be able to read and understand documents such as order forms, installation instructions, project briefs and safe operating procedures.

Numeracy is the ability to work with numbers. Cabinetmakers need to do lots of measure-ups and calculations, so there will be many opportunities for you to learn and practise your numeracy skills.

When it comes to completing the written assignments for this qualification, a certain level of literacy ability is required to read the questions and write down your answers. There will also be times when you are asked to generate documents on a computer.

Obviously, it's important that you clearly understand what the assignment is asking you to do, and that your work is a good reflection of what you really know. So if you're having trouble reading the questions, writing down your answers, or using certain computer programs, make sure you speak to your trainer before you hand the assignment in.

There are various ways your trainer can help you. For example, they may be able to ask the assignment questions verbally and help you to write down your answers. They may also be able to show you sample answers to similar questions, which will let you look at the way they're written and give you hints on how to write your own. You may also be allowed to do the assignment with the assistance of another person.

Applying for RPL

RPL stands for **Recognition of Prior Learning**. It is a form of assessment that acknowledges the skills and knowledge you have gained through:

- on-the-job experience
- formal training in other courses
- life experience, through your hobbies or other outside activities.

If you believe that you are already competent in some or all of the skills covered in this unit, ask your assessor about how to apply for RPL.

Using this workbook

All of the lessons in the Learner guide for this unit have learning activities at the end. Their purpose is to provide discussion points and questions to help reinforce your understanding of the concepts being presented.

There are also a range of assignments, which appear at the end of each section. These are designed to test your knowledge of the subject matter and ability to submit written responses in an acceptable format.

This workbook reproduces all of the learning activities and assignments in a format that lets you handwrite your answers to the questions.

Note that your trainer may ask you to produce a computer-generated document for all of the formal assignments, either printed out in hard copy or submitted electronically. To do this, go to the website version of the unit and look for the *Assignment* link in each section. This will allow you to type your answers into the 'Word' document and then either print it out or email it direct to your trainer as an attachment.

You may also be asked to share your learning activity answers electronically, especially if you are undertaking this unit by distance learning and are linked up with fellow students in other locations. This might be done through group emails or via a social networking site such as Facebook. In these cases, you should use the website resource rather than this workbook.

Part 1

Learning activities



Section 1: Trades and services

Main trades

Two of the building trades that work side by side with kitchen and bathroom installers require special licences, and only people who hold these specialist trade licences are permitted to do any work in these fields.

1. What are these two trades?

2. Why do you think there are laws restricting this sort of work to special licence holders?

Other trades and services

1. What types of building materials are you likely to be working around that might contain asbestos?

2. Where will these products be in the building structure?

3. What should you do if you need to disturb these products?

4. Where are you likely to find lead or lead-based products in an old home?

5. What should you do if you think that a product contains lead and you need to remove or disturb it?

Section 2: Key stages

Site assessment

Think about the sorts of things you should take with you when you go out to the site to do an initial assessment. For example, one item that would be very useful is a digital camera, because you could photograph various aspects of the job to refer to back at your own workshop. What other tools, items or pieces of equipment should you take with you?

Write up a list, naming each item and describing what its purpose is.

| Tool or equipment | Purpose |
|-------------------|---------|
| | |
| | |
| | |
| | |

Developing the design brief

What elements does your company's design brief include? Write down the main headings and briefly describe what each one covers.

| Element | Purpose |
|---------|---------|
| | |
| | |
| | |
| | |

Developing the project plans

Think of a typical project that you're likely to be involved in, or one that you're working on at the moment. What are some of the main things that could go wrong? How would you stop them from happening – that is, what control measures could you put in place?

| Possible incident | Control measure |
|-------------------|-----------------|
| | |
| | |
| | |
| | |

Contracts and legislation

Name some of the requirements or regulations in your state or territory regarding contracts for building work?

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

Final preparations

What sorts of permits do you or your client need to get for the projects you're involved in? Name a particular type of project, list the permits required, and name the authorities responsible for granting approvals.

| Project type | | |
|-----------------|-------------------------|--|
| Permit required | Authorities responsible | |
| | | |
| | | |
| | | |
| | | |
| | | |

The building phase

Let's say you've been asked to supervise the installation of a bathroom in a new project home. The subfloor is an on-ground concrete slab and the timber-framed walls have already been sheeted with Villaboard. What would your sequence of work be for the rest of the job?

List the activities and trades in their correct sequence. You can use the kitchen renovation sequence shown in the Learner guide as a guide.

| Tradesperson | Task |
|--------------|------|
| | |
| | |
| | |
| | |

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Section 3: Manufacturing processes

Changing designs

List 5 different features of modern kitchens that have been designed with ergonomics in mind. Once you've named each feature, state what its ergonomic benefits are. Here's some examples of features to help get you started:

| Feature | Ergonomic benefit |
|---------|-------------------|
| | |
| | |
| | |
| | |
| | |

Cabinet construction

Name three different types of hinges used on face-frame cabinet doors. Also describe the way they are fixed to the frame and the door.

| Type of hinge | Fixing method |
|---------------|---------------|
| | |
| | |
| | |

Materials and processes

Choose two materials that require different joining techniques because of their differences in screw and nail holding properties. Answer the following questions for each material.

- What type of material is it?
- What type of fastener (or fasteners) do you use with this material?
- What tools are required to work with these fasteners?
- Why are these fasteners the most suitable for this material – that is, why wouldn't other fasteners do the same job?

Example 1

| | |
|------------------|--|
| Material | |
| Type of fastener | |
| Tools required | |

| | |
|------------|--|
| Advantages | |
|------------|--|

Example 2

| | |
|------------------|--|
| Material | |
| Type of fastener | |
| Tools required | |
| Advantages | |

Section 4: Quality elements

Finding information

Apart from the print publications available, you'll find an endless supply of information on the web. Just type 'kitchens', 'bathrooms', 'kitchens and bathrooms', or any other relevant key words into your search engine.

There are many sources of information on the internet relating to the planning, preparation and installation of kitchens and bathrooms. Several sources are listed in the learner guide.

Name at least three other sources on the web. Beside each one, write its web address.

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

Supply sources

1. Make a list of five suppliers to your company. Write beside each one the main products they supply to you.

| Supplier name | Products supplied |
|---------------|-------------------|
| | |
| | |
| | |
| | |
| | |

2. Now write down some questions that you would ask to evaluate these suppliers. You may use the questions from the Learner guide, or include new ones if there are other factors that need to be considered.

Standards

What are the maximum and minimum measurements for the following two industry standards? Use the measurements from the list in the Learner guide to calculate your answers.

| Item | Maximum height | Minimum height |
|------------|----------------|----------------|
| Bench top | | |
| Floor unit | | |

Quality inspection

Look at the Pre-inspection checklist in the Learner guide. Write up a list of any remaining items that you would need to check on a particular kitchen or bathroom project.

Part 2

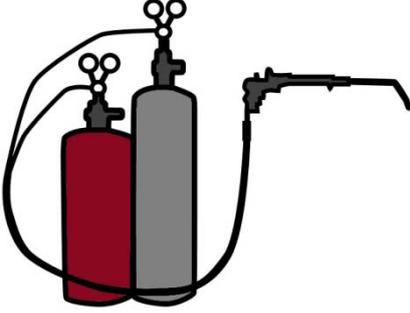
Assignments

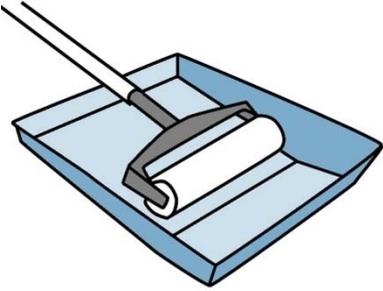


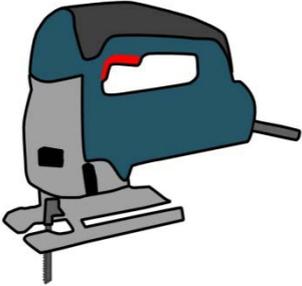
Assignment 1

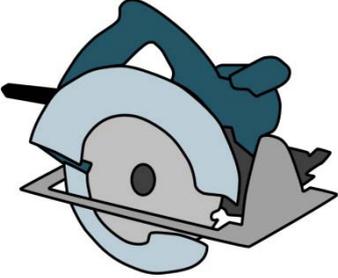
| | | | |
|------|--|------|--|
| Name | | Date | |
|------|--|------|--|

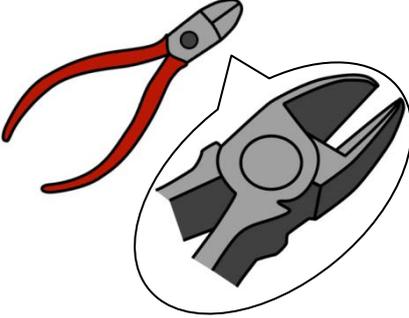
The following pieces of equipment are commonly used in kitchen and bathroom installations. For each one, name the item, describe its main purpose, and identify the trade (or trades) that are most likely to use it.

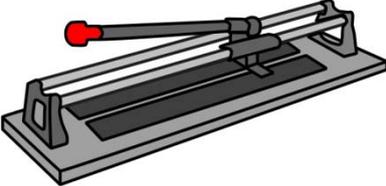
| | |
|---|---------------------------------|
|  | Name: |
| | Main purpose: |
| | Trade(s) most likely to use it: |

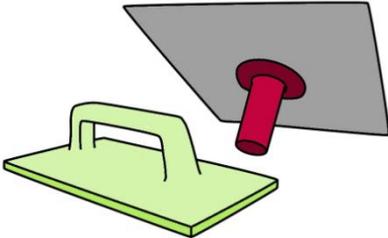
| | |
|---|---------------------------------|
|  | Name: |
| | Main purpose: |
| | Trade(s) most likely to use it: |

| | |
|---|---------------------------------|
|  | Name: |
| | Main purpose: |
| | Trade(s) most likely to use it: |

| | |
|---|---------------------------------|
|  | Name: |
| | Main purpose: |
| | Trade(s) most likely to use it: |

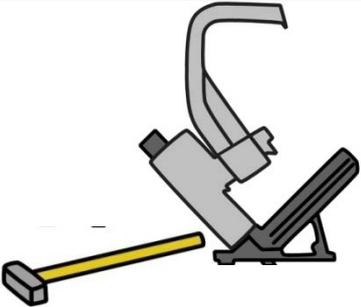
| | |
|---|---------------------------------|
|  | Name: |
| | Main purpose: |
| | Trade(s) most likely to use it: |

| | |
|---|---------------------------------|
|  | Name: |
| | Main purpose: |
| | Trade(s) most likely to use it: |

| | |
|---|---------------------------------|
|  | Name: |
| | Main purpose: |
| | Trade(s) most likely to use it: |

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|---|---------------------------------|
|  | Name: |
| | Main purpose: |
| | Trade(s) most likely to use it: |

| | |
|---|---------------------------------|
|  | Name: |
| | Main purpose: |
| | Trade(s) most likely to use it: |

| | |
|---|---------------------------------|
|  | Name: |
| | Main purpose: |
| | Trade(s) most likely to use it: |

Assignment 2

| | | | |
|------|--|------|--|
| Name | | Date | |
|------|--|------|--|

Develop a project schedule for a kitchen renovation project. Use the information shown on the **Assignment 2** page of the Learner Guide to get all the details you'll need, including the trades, tasks involved and number of hours required.

Day 1 of Week 1 is already done for you below.

Project schedule

WEEK 1

| Day | Trade | Task | Start | Finish | Hours |
|-----|-------------|---|----------|----------|--------------------------|
| Mon | Carpenter | Prepare the work area, remove old kitchen cabinets and floor covering, remove wall and ceiling sheeting | 7.00 am | 4.00 pm | 8 (plus 1 hr for breaks) |
| | Electrician | Terminate power and look at scope of the job | 9.00 am | 10.30 am | 1.5 |
| | Plumber | Terminate water and look at scope of the job | 10.00 am | 11.30 am | 1.5 |
| Tue | | | | | |
| Wed | | | | | |
| Thu | | | | | |

| | | | | | |
|-----|--|--|--|--|--|
| Fri | | | | | |
| Sat | | | | | |

WEEK 2

| Day | Trade | Task | Start | Finish | Hours |
|-----|-------|------|-------|--------|-------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

WEEK 3

| Day | Trade | Task | Start | Finish | Hours |
|-----|-------|------|-------|--------|-------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Assignment 3

| | | | |
|------|--|------|--|
| Name | | Date | |
|------|--|------|--|

Instructions

Choose one kitchen or bathroom cabinet design that you use regularly at work. Fill in the table below with details regarding the construction methods and processes. Also take digital photos of the cabinet at various stages of completion, showing the construction methods, materials and hardware used and tools required.

Refer to the **Assignment 3** page in your Learner Guide for more information on this assignment.

| | |
|------------------------|--|
| Method of construction | |
|------------------------|--|

| Carcase | |
|----------------|--|
| Materials used | |
| Types of joins | |
| Fixings used | |
| Tools required | |

| Doors | |
|-------------------------|--|
| Materials used | |
| Hinges used | |
| Method of fixing | |
| Tools required | |

Assignment 4

| | | | |
|------|--|------|--|
| Name | | Date | |
|------|--|------|--|

Find an example relevant to your own work of each of the resources described below. Fill in the details in the table, using the information provided on the **Assignment 4** page of the Learner Guide as a guide.

| Industry or trade magazine | |
|--|--|
| Title of magazine | |
| Where did you get it? | |
| Brief description (including relevance to your job) | |

| Text book or instructional manual | |
|--|--|
| Title of publication | |
| Where did you get it? | |
| Brief description (including relevance to your job) | |

| Manufacturer's brochure | |
|--|--|
| Title of brochure | |
| Where did you get it? | |
| Brief description (including relevance to your job) | |

| Building or furnishing association | |
|---|--|
| Title of association | |
| Web address | |
| Brief description (including relevance to your job) | |

| WorkCover Authority | |
|---|--|
| Full title (in your state or territory) | |
| Web address | |
| Brief description (including relevance to your job) | |

Practical demonstration

The checklist below sets out the sorts of things your trainer will be looking for when you undertake the practical demonstrations for this unit. Make sure you talk to your trainer or supervisor about any of the details that you don't understand, or aren't ready to demonstrate, before the assessment event is organised. This will give you time to get the hang of the tasks you will need to perform, so that you'll feel more confident when the time comes to be assessed.

When you are able to tick all of the YES boxes below you will be ready to carry out the practical demonstration component of this unit.

| General performance evidence | YES |
|---|--|
| 1. Follow all relevant WHS laws and regulations, and company policies and procedures | <input type="checkbox"/> |
| 2. Identify the following aspects of kitchen and bathroom renovation projects: <ul style="list-style-type: none"> • processes involved in the site assessment • elements of a project design brief and project plan, including contracting and legislative requirements • sequence of work | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3. Identify the following aspects of new kitchen and bathroom projects: <ul style="list-style-type: none"> • processes involved in the site assessment • elements of a project design brief and project plan, including contracting and legislative requirements • sequence of work | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4. Identify the services to be provided by tradespeople and other service providers | <input type="checkbox"/> |
| 5. Access key information resources for kitchen and bathroom projects | <input type="checkbox"/> |
| 6. Identify manufacturing processes used in cabinet construction and features and benefits of particular techniques | <input type="checkbox"/> |
| 7. Identify supply sources for materials, fixtures and fittings | <input type="checkbox"/> |
| 8. Determine market standards for the quality requirements of a finished projects | <input type="checkbox"/> |