Checking fit of cabinets

Supporting:

MSFKB3003: Check and measure fit of cabinets

DEVELOPED BY WORKSPACE TRAINING FOR intar INDUSTRY NETWORK TRAINING & ASSESSMENT RESOURCES

Work book

KITCHEN AND BATHROOM CABINET MAKING

Name:

Checking fit of cabinets

Workbook

Containing learning activities and assignments supporting the unit of competency:

MSFKB3003: Check and measure fit of cabinets

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

www.intar.com.au

ISBN: 978-1-925087-23-9

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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.*

Table of contents

Introduction

Adjusting cabinets on-site 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):

- *MSFKB3003: Check and measure fit of cabinets.*

To be assessed as competent, your assessor will use a range of methods to gauge your understanding of the concepts presented in the Learner guide for this unit and your practical ability to check the fit of cabinets prior to installing them on-site.

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: Checking measurements

Room dimensions

Try out the 3, 4, 5 method for yourself to prove that it works. Get a tape measure, find a right angled corner that you know should be square, and take the three measurements.

Draw the triangle below and write in the measurements you used to check the corner for squareness. If it turned out that the hypotenuse (the long diagonal measurement) did not match up perfectly, make sure you write in the exact measurements to the millimetre.

Underneath the triangle, describe in words what you were measuring. That is, was it a corner between two walls, two sides of a sheet of particleboard, etc.

Plumb checks

Use a level to check walls for plumb and look for deviations, as described in the learner guide. Draw up the most out of plumb wall below and mark in the measurements. Do this by drawing a plumb line to represent the level and a second line to represent the wall, and show the deviations at their worst point.

Level checks

Use your spirit level to check the floor levels in the building you're in. Choose a particular line along the floor and draw it up below, marking in the high and low spots in terms of their deviation from level. Show the measurements in millimetres.

Templates

Carry out the learning activity described in the learner guide. When you have finished, complete the table below.

The last row of the table – 'Maximum gap achieved' – refers to the tightness of the fit of the finished template. You should try to aim for a maximum gap of 1 to 2 mm. Write in the width of the gap at its worst point.

Material used for the template	
Tools used to shape the template	
Height (length) of the template	
Maximum gap achieved	

Service outlets

Choose three specifications from *Appendix A: Coordination of service zones* in AS/NZS 4386.2. Write down the specifications and measurements below.

1	
2	
3	

Recording details

(a) Choose three abbreviations used in your company's site sketches. Write them below, together with the terms or phrases they stand for.

Abbreviation	Meaning

(b) Choose three symbols used in these sketches. Draw them below and write down what they mean

Symbol	Meaning

Section 2: Using measuring devices

Conventional equipment

List the devices that you use on-site for checking lengths, angles and levels. Don't include electronic tools in the list – save them up for the next learning activity.

Electronic equipment

List the electronic measuring and levelling devices you use at work. Write down their names and a brief description of their main purposes.

Name of device	Purpose

Part 2

Assignments

Assignment 1

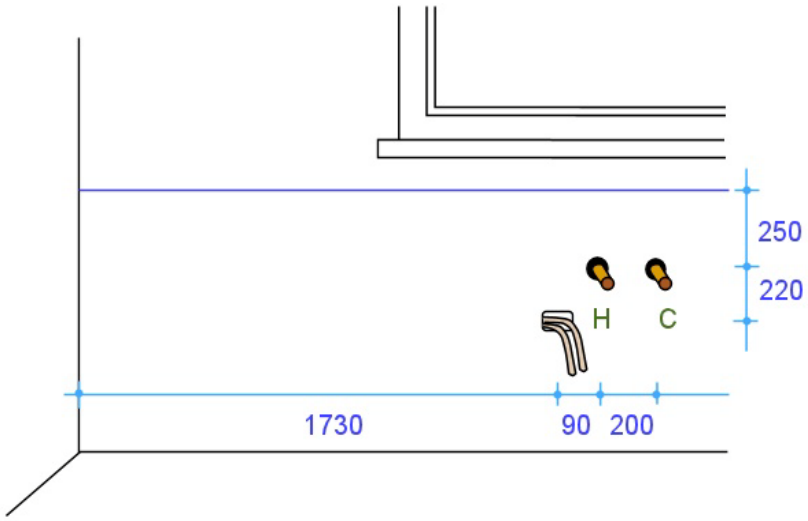
Name		Date	

Task 1

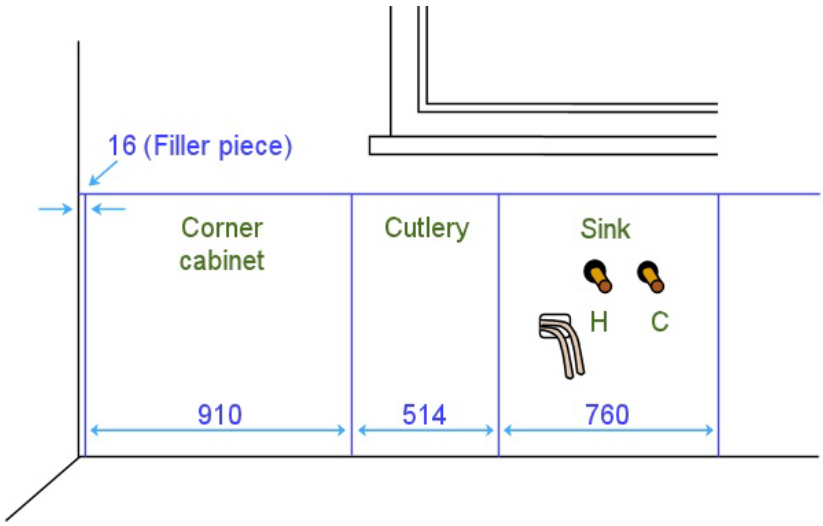
Drawing 1 below shows a wall in a kitchen, with hot and cold water pipes and power for the dishwasher power point. The cabinet installer has measured where the services are in terms of the left hand wall and the finishing line (top) of the cabinet carcases. Drawing 2 shows the layout lines for the cabinets, together with their names and width dimensions. Drawing 3 (next page) shows the sink cabinet, viewed from the back.

Work out where the centre points will be for the three holes in the back of the cabinet. Write your answers in the boxes provided on Drawing 3 on the following page.

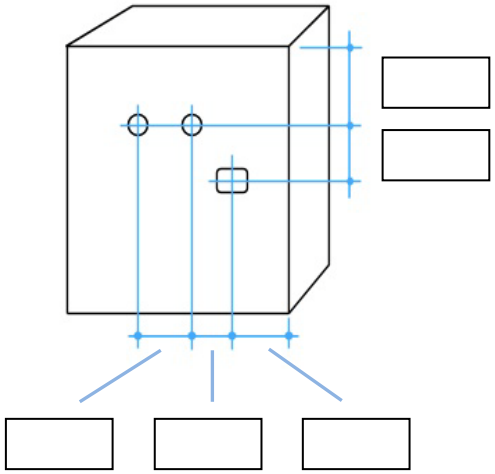
Drawing 1



Drawing 2



Drawing 3



Note that the positions of these holes are reversed in relation to the view of the wall, because you are looking at the back of the cabinet.

Task 2

Assume that you have been asked to check all relevant measurements on one wall of a kitchen or bathroom, in preparation for a new installation. Your task is to produce a freehand sketch of that wall in elevation view, showing all required features and measurements.

The wall you choose to draw up may be in a building where you are installing a kitchen or bathroom. Or it may be in your own home or a friend's home, if you don't have access to a jobsite. Do not show any existing cabinets or other fittings – you should assume that these will be demolished before the new installation begins.

The wall should include the following features as a minimum: a door, a window and water pipes for taps. It may also include other features, such as power outlets, columns, bulkheads and any other architectural features.

You may use symbols and abbreviations in your elevation sketch, but all details must be clear to others who might need to consult the drawing, and all relevant measurements must be easily identifiable.

Completing this assignment

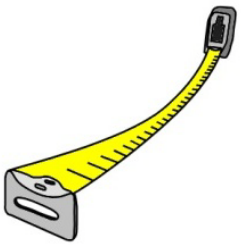
Note that there is no template page for Task 2 above. If you are producing your drawings in hard copy, you should slide the separate pages into this workbook. Don't forget to put your name and details on the top of the page.

Assignment 2

Name		Date	

Question 1

You need to measure the width of a room with your tape measure. So you ask your offsider to hold the end of the tape against one wall while you stretch out the tape to the opposite wall.



However, you notice that there is a sag in the tape, because you're both working at waist height and it is a long room.

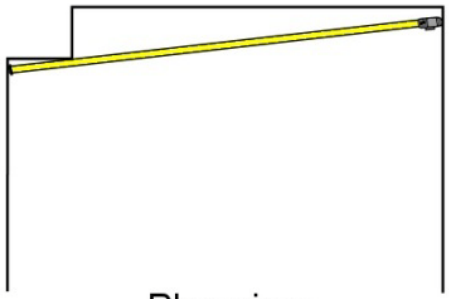
(a) What effect will the sag in the tape have on the measurement?

(b) How can you overcome this problem?

Question 2

At one end of the room there is a boxed-in section which houses a waste pipe. You need to measure the full length of the room, so your offsider holds the tape beside the boxed-in section while you stretch it across to the far corner.

But when you look back you can see that the tape is not running at right angles to the two walls.



Plan view

(a) What effect will this angle have on the measurement?

(b) State two different ways you could overcome this problem by repositioning the tape. (Hint: one way will occur at your end, and the other way will occur at your off-sider's end.)

Question 3

You have been given an old spirit level that looks a bit knocked around. You place it on the floor and find that the bubble is exactly in the middle of the vial, indicating that the floor is dead level.

But when you turn the level back-to-front and check it again, the bubble is now off centre.

(a) Is this level giving you accurate readings?

(b) What should you do with the level?

Question 4

(a) What is the commonsense safety precaution to keep in mind when working with a laser level? (Hint: it concerns your eyes.)

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	❑
2. Select the appropriate measuring devices and prepare them for use	❑
3. Take measurements and record the details in accordance with industry standards	❑
4. Check floor levels and wall squareness and plumb and other structural aspects of the site that will impact on the installation	❑
5. Check cabinet dimensions against site measurements to identify any discrepancies	❑
6. Calculate any adjustments that may be needed and mark up cabinets, walls and floor, as required	❑
7. Complete workplace documentation accurately	❑