Adjusting cabinets on-site

Supporting:

MSFKB3004: Conduct on-site adjustments to cabinets and components

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

Work book

KITCHEN AND BATHROOM CABINET MAKING

Name:

Adjusting cabinets on-site

Workbook

Containing learning activities and assignments supporting the unit of competency:

MSFKB3004: Conduct on-site adjustment to cabinets and components

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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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):

- *MSFKB3004: Conduct on-site adjustments to cabinets and components.*

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 practical ability to adjust cabinets and other components 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: Making adjustments

Doors

1. What are the main hinge types that you use in your cabinets? List the three most common hinges and their manufacturer.

Example	Brand	Manufacturer
1		
2		
3		

2. Choose the hinge that is most different from the concealed hinge described in the Learner guide, and briefly explain how you adjust the gap between doors.

Hinge	
Explanation	

Drawers

1. What types of drawer runners and front fittings do you use? State the manufacturer and product name of each item.

Manufacturer	Product name

2. What advantages (if any) do these products have when it comes to making final adjustments on-site? What tools are needed to make the adjustments?

Product	Advantages	Tools used

Panels and bench tops

1. Ask your supervisor what the process is in your company for scribing panels and bench tops. Do your installers use special marking tools, a compass, or a pencil and packing piece? Do they use different tools for different purposes?

   Write your answers below.

Section 2: Using tools on-site

Hand tools

What experience have you had in hand sharpening chisels? Describe the types of sharpening you have done, the equipment you used and your general level of skill in hand sharpening.

Power tools

The learner guide lists some of the most common hand and power tools used to make final adjustments to cabinets and components on-site. Are there any other tools you use on-site to make adjustments that are not described in the learner guide?

Make up a list of these other tools.

Part 2

Assignments

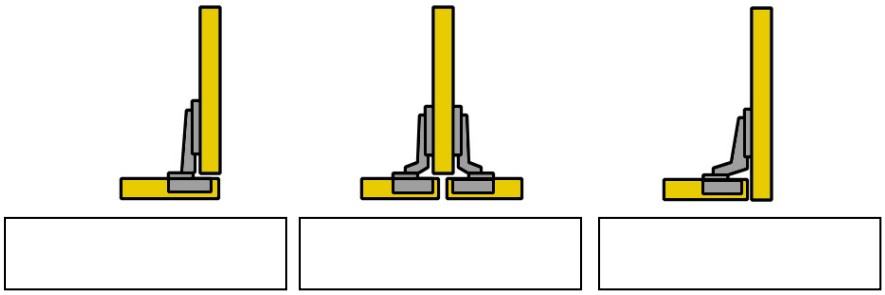
Assignment 1

Name		Date	

Question 1

Three different types of concealed hinge are shown below. Their names refer to the position of the door in relation to the side of the cabinet.

What is the name of each type of hinge?



Question 2

Choose a concealed hinge that you commonly use in your cabinets and answer the following questions:

(a) Who is the manufacturer and what is the full name of the hinge?

(b) What is the standard gap that you try to achieve between doors?

(c) How do you fix a bind in the door with this type of hinge?

Question 3

Choose a drawer system that you commonly use and answer the following questions:

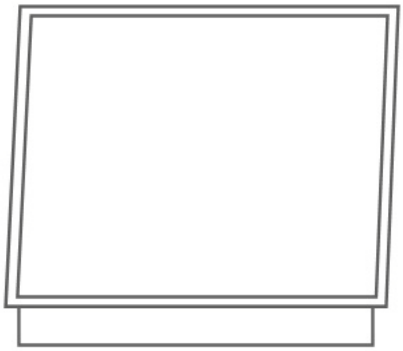
(a) How is the drawer front fixed to the drawer? If it uses a patented system, name the manufacturer and the product. If is a standard workshop-built drawer, describe the process for fixing the front.

(b) If a drawer front was high on one side in the finished cabinet, how would you drop that side so the front was level?

Question 4

The cabinet below has been installed with a level top and base, but it has been pushed out of square because the wall is not plumb.

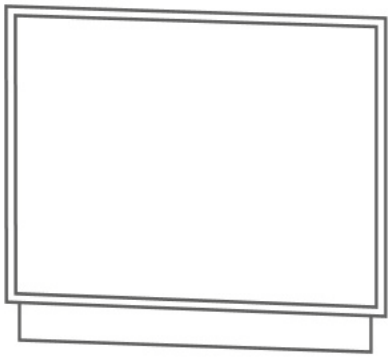
When the doors are hung, there will be a serious problem. Draw the two doors in position on the diagram to show what the problem will be.



Question 5

The cabinet below has been installed with plumb sides, but it has been pushed out of square because the floor isn't level.

When the doors are hung, there will be a serious problem. Draw the two doors in position on the diagram to show what the problem will be.



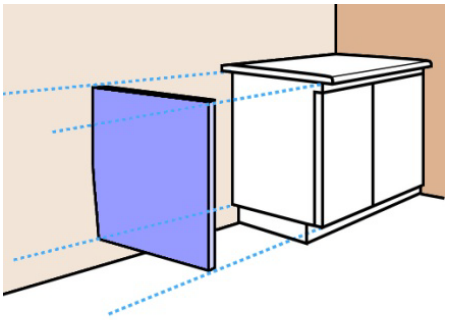
Note that the 'out of square' problems shown above have been exaggerated to illustrate the point. In practice the issue is not likely to be as pronounced, and in many cases may be almost invisible to the eye.

Assignment 2

Name		Date	

Task 1

This task deals with two scenarios where a vanity cabinet is being installed in the corner of a bathroom. In both instances the rear wall is out of plumb, but in opposite directions.



You have decided to hide the tapered gap between the cabinet and wall by fitting an end panel (the blue panel shown in the diagram at right).

The end panel will go from the underside of the bench top to the bottom of the cabinet, above the kickboard. It will fit hard against the wall and finish flush with the front of the door. Although the wall is out of plumb, it is flat, so the tapered side of the end panel will form a straight line and won't need to be scribed.

You take the following measurements relating to the cabinet, and produce a quick detail drawing of each scenario (as shown in the diagrams on the next page).

- Bench top thickness: 35 mm
- Height from top of kickboard to top of bench top: 765 mm
- Width of cabinet (including door): 450 mm
- Bench top overhang: 25 mm

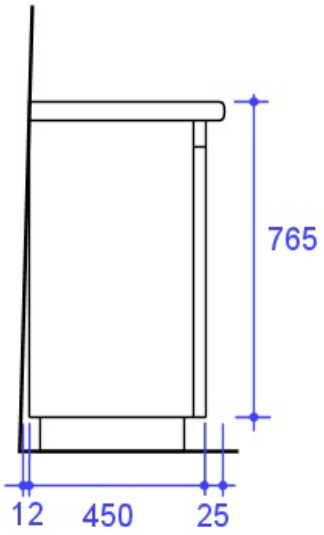
For each scenario:

(a) draw the shape of the end panel in the blank space beside the detail drawing

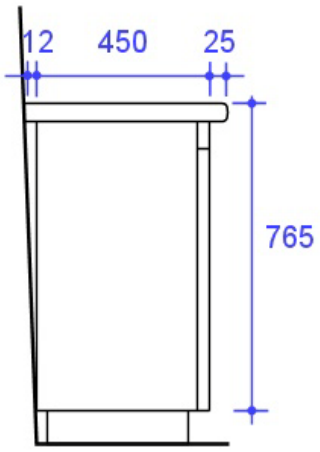
(b) mark in the width of the panel at the top, width at the bottom, and height

(c) mark the two corners that are at right angles.

Scenario 1



Scenario 2



Task 2: Power tools

This Task is designed to help you to prepare for your practical assessment event, where you will be asked to demonstrate your ability to re-cut or shape a panel using one or more power tools. The tools you're likely to use will be an electric plane and a jig saw.

Choose either the plane or the jig saw and write up a brief safe operating procedure (SOP). See the sample SOP on the following page for an example of a completed SOP. This one is for a circular saw, so there are many similarities to the electric plane and jigsaw.

Use the template provided to write up your own SOP. You could look at the manufacturer's instruction booklet for more guidance or ask your supervisor for help.

Sample SOP: Circular Saw

Potential hazards and safety controls

Hazard	Control
Eye injuries	Wear safety glasses while using or standing near saw.
Hand and body injuries	Secure the material firmly before starting the saw. Cut with a straight, even motion – do not twist the saw in the cut. Always keep hands well clear of the blade. Lift the saw clear of the cut before releasing the trigger. Always stand to one side of the saw – not behind it. Maintain a correct stance and cut with even motion. Do not attempt to make cuts that are not appropriate for the saw.
Back injuries	Use good lifting practices when handling timber. Move your feet when turning to avoid twisting your body.
Noise	Wear hearing protection when using or standing near the saw.

Pre-start checks

Check that:

- saw blade is sharp and in good condition,
- electrical lead and extension lead are in good condition,
- guard is sound and retracts and springs back properly,
- base plate is adjusted correctly for depth and angle of cut,
- saw starts up and runs normally, without any unusual noises or vibrations.

Operational procedure

1. Secure the material to be cut so that it cannot move.
2. Position feet to give a comfortable balance and rest the base plate of the saw in position.
3. Start the saw and allow it to reach full speed before commencing the cut.
4. Push the saw smoothly and continuously through the cut, allowing the blade to come out the other side before releasing the trigger. Keep power lead clear of the saw path.
5. Secure any large offcuts before they are allowed to break or snap off.

SOP for:

Potential hazards and safety controls

Hazard	Control

Pre-start checks

Operational procedure

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. Examine measurements and required adjustments	❑
3. Decide on the best method for adjusting cabinets while maintaining their integrity and compliance with quality standards	❑
4. Mark up cabinets and confirm measurements and adjustments needed	❑
5. Make adjustments using appropriate techniques and tools	❑
6. Clean up work area and dispose of rubbish properly	❑
7. Inspect work to ensure that finished sizes are within tolerances and components are correctly aligned	❑
8. Complete workplace documentation	❑