

<b>Training Package</b>	Metal and Engineering (MEM05)			<b>HSC Requirements and Advice</b>
<b>Title</b>	<b>Plan to undertake a routine task</b>			
<b>Unit code</b>	<b>Competency field</b>	<b>Band</b>	<b>Unit weight</b>	<b>HSC Indicative Hours</b>
<b>MEM14004A</b>	Planning	A	There is no unit weighting for this unit.	<b>10</b>

<b>Unit descriptor</b>	This unit covers a person planning their own work where tasks involve one or more steps or functions and are carried out routinely on a regular basis. It includes the concepts of following routine instructions, specifications and requirements.
<b>Prerequisites</b>	Nil
<b>Application of the competency</b>	This unit covers essential skill and knowledge that underpin all units within the Metal and Engineering Training Package. Instructions, such as standard operation sheets, are provided. Clear specifications and requirements, including quality and time allowances are also provided. The task and associated planning activity are carried out under supervision. The plan may or may not be documented. The task involves one or more steps or functions carried out routinely on a regular basis. The planning activity does not require judgment to be made in relation to priorities or time limitations.
<b>Related units</b>	–

### Evidence Guide

The evidence guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, range statement and the assessment guidelines for the Metal and Engineering Training Package.

<b>Overview of assessment requirements</b>	<b>Context of assessment</b>	<b>Interdependent assessment</b>	<b>Method of assessment</b>
A person who demonstrates competency in this unit must be able to plan to undertake a routine task.	This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.	This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with planning to undertake a routine task or other units requiring the exercise of the skills and knowledge covered by this unit.	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Evidence Guide cont/d			HSC Requirements and Advice
Consistency of performance	Required skills	Required knowledge	Key Terms and Concepts
Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.	Look for evidence that confirms skills in: <ul style="list-style-type: none"> <li>obtaining instructions for tasks from correct source of information (job card, supervisor, work colleagues and others)</li> <li>clarifying tasks and required outcomes with appropriate personnel where necessary</li> <li>identifying relevant specifications from documentation, job cards, or other information source</li> <li>preparing plans for tasks</li> <li>sequencing activities</li> <li>comparing planned steps against specifications and task requirements</li> <li>communicating and interpreting information appropriate to the scope of this unit.</li> </ul>	Look for evidence that confirms knowledge of: <ul style="list-style-type: none"> <li>correct sources of information for a particular task</li> <li>procedures for obtaining instructions and clarification</li> <li>specifications for the task</li> <li>hazards and established control measures associated with the routine task, including housekeeping</li> <li>safe work practices and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>communication</li> <li>compliance</li> <li>obtain, understand and clarify instructions/ procedures</li> <li>planning and preparation</li> <li>quality assurance</li> <li>review plan</li> <li>routine task</li> <li>safe work practices and procedures</li> <li>specifications</li> <li>task outcomes</li> <li>task requirements</li> <li>work instructions and procedures</li> <li>work sequencing</li> <li>work/job plan.</li> </ul>

Elements	Performance criteria	Range Statement	HSC Requirements and Advice
1 Identify task requirements	1.1 Instructions and procedures are obtained, understood and where necessary clarified.	<p>The range statement provides information about the context in which the unit of competency is carried out. The variables [in bold] and scope [dot points] cater for different work requirements, work practices and knowledge between States, Territories and the Commonwealth, and between organisations and workplaces. The range statement relates to the unit as a whole and provides a focus for assessment. Text in italics in the performance criteria is explained here.</p> <p>The following variables may be present and <i>may include</i>, but are not limited to, the examples listed under the scope. All work is undertaken to relevant legislative requirements, where applicable.</p>	<p><b>Learning experiences for the HSC must address:</b></p> <p>A range of sources for work instructions and procedures including:</p> <ul style="list-style-type: none"> <li>• work schedules</li> <li>• job card/sheet/plans/specifications</li> <li>• standard operating procedures (SOP)</li> <li>• standard operation sheets</li> <li>• Material Safety Data Sheets (MSDS)</li> <li>• diagrams/sketches</li> <li>• regulations/legislation</li> <li>• manufacturer/workplace guidelines, policies and procedures</li> <li>• Australian Standards.</li> </ul> <p>An awareness of various modes of communication to receive work instructions including:</p> <ul style="list-style-type: none"> <li>• verbal: <ul style="list-style-type: none"> <li>- face to face (supervisor to employee)</li> <li>- telephone/mobile phone</li> <li>- workplace meetings</li> </ul> </li> <li>• written communication: <ul style="list-style-type: none"> <li>- work plans</li> <li>- memos/messages</li> <li>- job descriptions/statements</li> <li>- workplace forms</li> <li>- rosters</li> </ul> </li> <li>• non verbal: <ul style="list-style-type: none"> <li>- signage</li> <li>- diagrams.</li> </ul> </li> </ul>
	1.2 Relevant <i>specifications</i> for task outcomes are obtained, understood and where necessary clarified.	<p><b>Specifications</b></p> <ul style="list-style-type: none"> <li>• specific product or process information, such as: <ul style="list-style-type: none"> <li>- outcome and performance requirements</li> <li>- quality requirements and checks</li> <li>- quantity</li> </ul> </li> <li>• specifications are conveyed verbally or on familiar standard forms, such as on job sheets.</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>A definition of:</p> <ul style="list-style-type: none"> <li>• specification/s.</li> </ul> <p>Strategies for obtaining, understanding and clarifying instructions/procedures and specifications for task outcomes including:</p> <ul style="list-style-type: none"> <li>• correct sourcing and selection of information</li> <li>• consult appropriate personnel</li> <li>• active listening</li> <li>• open and closed questions.</li> </ul>
			A basic overview of the role of employees in quality

Elements	Performance criteria	Range Statement	HSC Requirements and Advice
			<p>assurance.</p> <p>Specification/s for a range of activities applicable to:</p> <ul style="list-style-type: none"> <li>• a general engineering context</li> <li>• a specific industry area, for example, boating services or fabrication or jewellery making or marine craft construction, etc.</li> </ul>
	1.3 Task outcomes are identified.		<p><b>Learning experiences for the HSC must address:</b></p> <p>A definition of:</p> <ul style="list-style-type: none"> <li>• task outcome/s.</li> </ul> <p>Task outcome/s for a range of activities applicable to:</p> <ul style="list-style-type: none"> <li>• a general engineering context</li> <li>• a specific industry area, for example, boating services or fabrication or jewellery making or marine craft construction, etc.</li> </ul>
	1.4 Task <i>requirements</i> such as completion time and quality measures are identified.	<p><b>Requirements</b></p> <ul style="list-style-type: none"> <li>• general requirements necessary to carry out routine tasks, such as: <ul style="list-style-type: none"> <li>- dedicated tools and equipment</li> <li>- materials and parts</li> <li>- work procedures</li> <li>- completion time</li> <li>- safety measures and equipment</li> </ul> </li> <li>• requirements and instructions are supplied verbally or on familiar standard forms, such as on job sheets. Instructions are carried out under supervision and in accordance with established procedures.</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>A definition of:</p> <ul style="list-style-type: none"> <li>• task requirement/s.</li> </ul> <p>An awareness of safe work practices and procedures including:</p> <ul style="list-style-type: none"> <li>• occupational health and safety (OHS) induction training (general, work activity and site-specific)</li> <li>• selection, use and maintenance of personal protective equipment (PPE)</li> <li>• selection of appropriate tools for the task</li> <li>• correct use, maintenance and storage of tools, equipment and machinery</li> <li>• correct handling, application, transport and storage of hazardous and non-hazardous materials</li> <li>• safe posture (sitting, standing, bending and lifting)</li> <li>• correct manual handling (lifting and transferring)</li> <li>• correct use of fire fighting equipment: <ul style="list-style-type: none"> <li>- fire blanket</li> <li>- fire extinguishers</li> <li>- fire hydrant and hose</li> </ul> </li> <li>• hazard identification and risk control</li> </ul>
			<ul style="list-style-type: none"> <li>• basic first aid training and access to first aid kits</li> <li>• procedures to follow in the event of an emergency</li> </ul>

Elements	Performance criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> <li>• effective communication and teamwork</li> <li>• adherence to work instructions, workplace policies and standard operating procedures</li> <li>• housekeeping/clean-up procedures with due consideration to OHS and the environment.</li> </ul>
2 Plan steps required to complete task	2.1 Based on instructions and specifications provided, the individual steps or activities required to undertake the task are understood and where necessary clarified.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Information provided in a work/job plan including:</p> <ul style="list-style-type: none"> <li>• designated work tasks</li> <li>• tool, equipment and material use</li> <li>• procedures for pre-start and safety checks of tools and equipment</li> <li>• time frame for work completion</li> <li>• quality measures</li> <li>• supervisor's instructions</li> <li>• reporting procedures and requirements.</li> </ul> <p>The importance of the following to successful planning:</p> <ul style="list-style-type: none"> <li>• organising tasks: <ul style="list-style-type: none"> <li>- prioritising</li> <li>- time management to meet deadlines</li> <li>- negotiation</li> </ul> </li> <li>• clarifying personal responsibilities</li> <li>• work ethics</li> <li>• seeking assistance where necessary</li> <li>• acknowledging if tasks are beyond current capacity</li> <li>• planning and organising work routines on a daily, weekly or monthly basis.</li> </ul> <p>Planning and preparation, including task specifications and requirements, for a range of tasks/activities applicable to:</p> <ul style="list-style-type: none"> <li>• a general engineering context</li> <li>• a specific industry area, for example, boating services or fabrication or jewellery making or marine craft construction, etc.</li> </ul>
	2.2 Sequence of activities is identified.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Work sequencing including:</p> <ul style="list-style-type: none"> <li>• receiving instruction</li> <li>• organising for the task</li> </ul>

Elements	Performance criteria	Range Statement	HSC Requirements and Advice
	2.3 Plan is checked to ensure it complies with specifications and task requirements.		<ul style="list-style-type: none"> <li>- selection of tools and equipment</li> <li>- locate materials and/or parts</li> <li>- PPE</li> <li>• carry out the task               <ul style="list-style-type: none"> <li>- in a logical order</li> <li>- within completion time frame</li> <li>- according to quality measures</li> </ul> </li> <li>• clean-up after task completion.</li> </ul> <p><b>Learning experiences for the HSC must address:</b></p> <p>Preparation of work plans for a range of routine tasks in:</p> <ul style="list-style-type: none"> <li>• a general engineering context</li> <li>• a specific industry area, for example, boating services or fabrication or jewellery making or marine craft construction, etc.</li> </ul> <p>The importance of :</p> <ul style="list-style-type: none"> <li>• taking responsibility for the quality of own work</li> <li>• using accepted industry workplace techniques/ practices and procedures.</li> </ul>
3 Review plan	3.1 Effectiveness of plan is reviewed against specifications and task requirements.		
	3.2 If necessary, plan is revised to better meet specifications and task requirements.		