

**Sample Program                      Tools and equipment**

**Rationale:**        This program provides the opportunity for students to develop background and underpinning knowledge and skills required to safely select and use a range of hand tools, hand held power tools and fixed power tools for a variety of general engineering applications.

**Units of competency:**    MEM18001C    Use hand tools  
    MEM18002B    Use power tools/hand held operations

This program also addresses underpinning knowledge for performance criteria in MEM13.14A Apply principals of occupational health and safety in the work environment – ie cleaning, maintenance and storage of tools and equipment.

**Key terms and concepts:**

Use hand tools	Use power tools/hand held operations
<ul style="list-style-type: none"> <li>• faults and/or defects</li> <li>• hand tools</li> <li>• hazards</li> <li>• job specification/s</li> <li>• manufacturers’ specifications</li> <li>• occupational health and safety (OHS)</li> <li>• personal protective equipment (PPE)</li> <li>• reporting and recording</li> <li>• routine maintenance</li> <li>• safety requirements</li> <li>• safe work practices and procedures</li> <li>• selection and application of hand tools</li> <li>• signs of poor performance/ inefficiency</li> <li>• standard operating procedures (SOP)</li> <li>• storage</li> <li>• task requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• alignment, adjustment and clamping</li> <li>• faults and/or defects</li> <li>• hazards</li> <li>• job specification/s</li> <li>• maintenance</li> <li>• manufacturers’ specifications</li> <li>• occupational health and safety (OHS)</li> <li>• personal protective equipment (PPE)</li> <li>• power tools</li> <li>• reporting and recording</li> <li>• routine operational maintenance</li> <li>• safe work practices and procedures</li> <li>• safety/lockout tagging</li> <li>• safety requirements</li> <li>• selection and application of power tools</li> <li>• signs of poor performance/ efficiency</li> <li>• standard operating procedures (SOP)</li> <li>• storage</li> <li>• task requirements.</li> </ul>

**Assessment:**

<b>MEM18001C Use hand tools</b>	
<i>Elements</i>	<i>Possible assessment strategy</i>
1. Use hand tools	<ul style="list-style-type: none"> <li>• Students will have several opportunities to demonstrate competency in this element and associated performance criteria during completion of learning activities and assessment tasks throughout the metal and engineering course</li> <li>• Tasks 1, 3, 4, 5, 6, 11, 12, 13, 15, 16, 18, 20, 21, 22 and 23.</li> </ul>

<b>MEM18002B Use power tools/hand held operations</b>	
<i>Elements</i>	<i>Possible assessment strategy</i>
1. Use power tools	<ul style="list-style-type: none"> <li>• Students will have several opportunities to demonstrate competency in this element and associated performance criteria during completion of learning activities and assessment tasks throughout the metal and engineering course</li> <li>• Tasks 1, 5, 6, 11, 12, 13, 15, 16, 18, 20, 21, 22 and 23.</li> </ul>

	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	Task 10	Task 11	Task 12	Task 13	Task 14	Task 15	Task 16	Task 17	Task 18	Task 19	Task 20	Task 21	Task 22	Task 23	Task 24	Task 25	Task 26	Task 27	Task 28	
	Work placement activities & journal	Newspaper scrapbook	Extended response – Environmental issues	OHS written test	Workplace inspection – risk assessment	PEE, safety devices & emergency equipment	Scenario – dealing with an emergency	Visual communication test	Work order	Extended response – Quality	Written documentation	Work/job plan – individual & team task	Self & peer evaluation	Quality improvement system	Workshop assistant	Workgroup leader	MSDS	Tools, plant & equipment	Technical drawings	Toolbox	Vice/clamping device	Bush BBQ/pizza oven/camp oven	Industry-specific class project	Measurement & calculation exercises	Materials & components	Job quote	Charts & graphs	Freehand sketches	
<b>MEM18001C Use hand tools</b>																													
<i>1 Use hand tools</i>																													
1.1 Hand tools are selected appropriate to task requirements	✓											✓							✓		✓	✓	✓	✓					
1.2 Hand tools are used to produce desired outcomes to job specifications which may include finish, tension, size or shape	✓																		✓		✓	✓	✓	✓					
1.3 All safety requirements are adhered to before, during and after use	✓			✓	✓	✓		✓							✓	✓			✓		✓	✓	✓	✓					
1.4 Unsafe or faulty tools are identified and marked for repair according to designated procedures before, during and after use	✓			✓	✓											✓			✓		✓	✓	✓	✓					
1.5 Routine maintenance of tools, including hand sharpening, is undertaken according to standard operating procedures	✓		✓												✓	✓			✓		✓	✓	✓	✓					
1.6 Hand tools are stored safely in appropriate location according to standard operating procedures and manufacturers' recommendations	✓														✓	✓			✓		✓	✓	✓	✓					

	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	Task 10	Task 11	Task 12	Task 13	Task 14	Task 15	Task 16	Task 17	Task 18	Task 19	Task 20	Task 21	Task 22	Task 23	Task 24	Task 25	Task 26	Task 27	Task 28	
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1.6 Power tools are stored safely in appropriate location according to standard operating procedures and manufacturers’ recommendations	✓														✓	✓				✓	✓	✓	✓						

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><i>MEM18001C Use hand tools</i></p> <p><b>1 Use hand tools</b> 1.2 Hand tools are used to produce desired outcomes to job specifications which may include finish, tension, size or shape.</p> <p><i>MEM18002B Use power tools/hand held operations</i></p> <p><b>1 Use power tools</b> 1.2 Power tools are used for a determined sequence of operations – which may include clamping, alignment and adjustment to produce desired outcomes – to job specifications which may include finish, size or shape.</p>	<p><b>Instructions and specifications</b></p> <p>A definition of:</p> <ul style="list-style-type: none"> <li>• job specification/s.</li> </ul>	<p>The content and activities for this section of the program may have been covered in sample program <i>Plan and carry out quality work</i>.</p> <p>Handout.</p> <p>Identify the difference between specifications, SOPs, task outcomes and task requirements.</p>
<p><i>MEM18001C Use hand tools</i></p> <p><b>1 Use hand tools</b> 1.3 All safety requirements are adhered to before, during and after use.</p> <p><i>MEM18002B Use power tools/hand held operations</i></p> <p><b>1 Use power tools</b> 1.3 All safety requirements are adhered to before, during and after use.</p>	<p><b>Safety in the workplace</b></p> <p>A basic understanding of OHS legislation.</p> <p>An awareness of safe work practices and procedures for a workplace within the manufacturing, engineering and related services industries:</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> </ul>	<p>Content covered in sample program <i>Safety in the workplace</i>.</p> <p>Revise and contextualise as required to the use of hand tools, hand held power tools and fixed power tools for hand held operations for a variety of general engineering applications.</p> <p>Content covered in sample program <i>Safety in the workplace</i>.</p> <p>Revise and contextualise as required to the use of hand tools, hand held power tools and fixed power tools for hand held operations for a variety of general engineering applications.</p>

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	<ul style="list-style-type: none"> <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>• hazard identification and risk control</li> <li>• procedures to follow in the event of an emergency</li> <li>• basic first aid training and access to first aid kits</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>• 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>	
<p><i>MEM18001C Use hand tools</i></p> <p><b>1 Use hand tools</b> 1.1 Hand tools are selected appropriate to the task requirements.</p> <p><i>MEM18002B Use power tools/hand held operations</i></p> <p><b>1 Use power tools</b> 1.1 Power tools are selected appropriate to the task requirements.</p>	<p><b>Hand and power tools</b></p> <p>A basic knowledge of a range of hand and power tools:</p> <ul style="list-style-type: none"> <li>• name</li> <li>• characteristics</li> <li>• use</li> <li>• limitations</li> <li>• hazard controls</li> <li>• maintenance.</li> </ul> <p>Hand tools:</p> <ul style="list-style-type: none"> <li>• saw</li> <li>• hammer</li> <li>• punch</li> <li>• screwdriver</li> <li>• socket</li> <li>• wrench</li> </ul>	<p>Identify the difference between:</p> <ul style="list-style-type: none"> <li>• hand tools</li> <li>• power tools</li> <li>• pneumatic tools</li> <li>• equipment</li> <li>• plant.</li> </ul> <p>List examples of each.</p> <p>Students are to create a hand and power tool register. Students will add to their register each time a new hand or power tool and piece of equipment is to be used for a particular task or project. The register will probably take the form of a collation of handouts. [Link to Task 18]</p> <p>Each student is allocated a different hand and power tool</p>

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	<ul style="list-style-type: none"> <li>• scraper</li> <li>• chisel</li> <li>• file</li> <li>• spanner</li> <li>• pliers</li> <li>• tap and die</li> <li>• tension wrench.</li> </ul> <p>Power tools:</p> <ul style="list-style-type: none"> <li>• electric or pneumatic/hydraulic drill</li> <li>• grinder</li> <li>• jigsaw</li> <li>• nibbler</li> <li>• saw.</li> </ul> <p>Considerations for the selection of hand and power tools:</p> <ul style="list-style-type: none"> <li>• skills/training</li> <li>• licensing requirements (power tools only)</li> <li>• time</li> <li>• cost</li> <li>• occupational health and safety (OHS) requirements</li> <li>• appropriateness for purpose.</li> </ul>	<p>and piece of plant/equipment commonly used in the manufacturing, engineering or related services industry. Students produce a computer-generated:</p> <ul style="list-style-type: none"> <li>• information sheet (maximum one A4 page) with the following information: <ul style="list-style-type: none"> <li>- name</li> <li>- sketch/diagram/photo</li> <li>- characteristics</li> <li>- purpose (use and limitations)</li> <li>- OHS requirements (hazard controls and PPE and for plant/equipment only – responsibilities of the supplier/hire firm and operator)</li> <li>- training/qualifications required (school and industry expectations)</li> </ul> </li> <li>• pre-operational checklist. [Task 18]</li> </ul> <p>Each student ‘delivers’ an induction course to the other students (in partnership with the teacher) for their allocated hand and power tool and piece of plant/equipment. [Task 18]</p> <p>Teacher demonstration – of all hand and power tools and pieces of equipment as they are introduced.</p> <p>(Note that as a minimum all tools listed in the content column must be addressed.)</p> <p>Overhead and discussion – points to consider when selecting hand and power tools and other equipment.</p> <p>Class discussion for each practical task/project – identify the tools and equipment required and reason/s for their selection.</p>

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<p><i>MEM18001C Use hand tools</i></p> <p><b>1 Use hand tools</b> 1.3 All safety requirements are adhered to before, during and after use.</p> <p><i>MEM18002B Use power tools/hand held operations</i></p> <p><b>1 Use power tools</b> 1.3 All safety requirements are adhered to before, during and after use.</p>	<p><b>Safe use of tools and equipment</b></p> <p>Safe work practices for using tools and equipment:</p> <ul style="list-style-type: none"> <li>• following SOP and manufacturer’s specifications before, during and after use</li> <li>• risk management (identifying hazards and implementing control measures)</li> <li>• correct manual handling</li> <li>• safe handling, application and storage of hazardous substances</li> <li>• appropriate use of PPE</li> <li>• regular servicing and maintenance of tools and equipment</li> <li>• selection of appropriate tool for use</li> <li>• working with electricity in a safe manner</li> <li>• adequate ventilation</li> <li>• attaching appropriate safety guards where required.</li> </ul> <p>Use and application of a range of PPE:</p> <ul style="list-style-type: none"> <li>• footwear</li> <li>• head protection</li> <li>• gloves</li> <li>• protective clothing</li> <li>• respirator</li> <li>• face mask/shield</li> <li>• hearing protection</li> <li>• eye protection.</li> </ul> <p>Importance of correct fitting PPE.</p>	<p>Brainstorm – safe work practices when using tools and equipment.</p> <p>Visual stimulus – video.</p> <p>Individual activity – for each workshop project, undertake any school workshop safety tests as required.</p> <p>Introduce the concept of daily/before-work checks.</p> <p><i>Ensure that pre-operational checks of tools and equipment become ‘second nature’ to students both in the school workshop and during work placement.</i></p> <p>[Link to Tasks 1, 5, 6 and 18]</p> <p>Content covered in sample program <i>Safety in the workplace.</i></p> <p><i>Students are to demonstrate the correct use of PPE at all times during the metal and engineering course.</i></p> <p>Revise and contextualise as required the use of hand tools, hand held power tools and fixed power tools for hand held operations for a variety of general engineering applications.</p> <p>Brainstorm – develop a list of the PPE required when using particular tools and equipment.</p> <p>[Link to Tasks 4, 6 and 18]</p>

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<p><i>MEM18001C Use hand tools</i></p> <p><b>1 Use hand tools</b> 1.2 Hand tools are used to produce desired outcomes to job specifications which may include finish, tension, size or shape.</p> <p><i>MEM18002B Use power tools/hand held operations</i></p> <p><b>1 Use power tools</b> 1.2 Power tools are used for a determined sequence of operations – which may include clamping, alignment and adjustment to produce desired outcomes – to job specifications which may include finish, size or shape.</p>	<p><b>Application and use of hand and power tools</b></p> <p>Knowledge of the use/application of a range of hand tools in a general engineering context to produce desired outcomes:</p> <ul style="list-style-type: none"> <li>• adjusting, dismantling, assembling and finishing of items/components</li> <li>• finishing, cutting and scraping of metallic and non-metallic material.</li> </ul> <p>Understanding of the importance of securing work pieces when using power tools.</p> <p>Identification of a range of clamping/securing devices/methods and their application.</p> <p>Standard operating procedures (SOP) for a range of power tools:</p> <ul style="list-style-type: none"> <li>• alignment</li> <li>• adjustment</li> <li>• clamping</li> <li>• start up and shut down.</li> </ul> <p>Knowledge of the use/application of a range of power tools in a general engineering context to produce desired outcomes:</p> <ul style="list-style-type: none"> <li>• loosening and fastening items/components</li> <li>• shaping, finishing, cutting and grinding metallic and non-metallic materials and/or tool bits.</li> </ul>	<p><i>Students are to be given several opportunities throughout the metal and engineering course to identify, select and safely use a range of tools and equipment. These opportunities can arise during practical tasks/projects and/or may be demonstrated during work placement; or ‘work stations’ could be set up in the school workshop with different tools – students visit each station to demonstrate safe use of each tool.</i></p> <p>Overhead and discussion – points to consider when selecting hand tools</p> <p>Link to practical tasks/projects, as well as work placement.</p> <p>Overhead and discussion:</p> <ul style="list-style-type: none"> <li>• points to consider when selecting power tools</li> <li>• the importance of securing work pieces when using power tools</li> <li>• a range of clamping/securing devices/methods and their application</li> <li>• standard operating procedures – aligning, adjustment, clamping and start-up and shut down.</li> </ul> <p>Teacher demonstration – clamping/securing devices/methods.</p> <p>Link to practical tasks/projects, as well as work placement.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><i>MEM18001C Use hand tools</i></p> <p><b>1 Use hand tools</b></p> <p>1.4 Unsafe or faulty tools are identified and marked for repair according to designated procedures before, during and after use.</p> <p><i>MEM18002B Use power tools/hand held operations</i></p> <p><b>1 Use power tools</b></p> <p>1.4 Unsafe or faulty tools are identified and marked for repair before, during and after use according to designated procedures.</p>	<p><b>Poor performance, faults or defects in hand and power tools</b></p> <p>An awareness of the signs of poor performance and inefficiency: (hand and power tools)</p> <ul style="list-style-type: none"> <li>• quality of end product</li> <li>• appearance</li> <li>• amount of maintenance required</li> <li>• time taken to complete the job</li> </ul> <p>(power tools only)</p> <ul style="list-style-type: none"> <li>• noise</li> <li>• vibration</li> <li>• rough running</li> <li>• failure to start</li> <li>• presence of smoke and odours</li> <li>• consumption of consumables</li> <li>• blockages.</li> </ul> <p>Identification of faulty hand and power tools and equipment: (hand and power tools)</p> <ul style="list-style-type: none"> <li>• malfunctions</li> <li>• worn, broken or missing components</li> </ul> <p>(power tools only)</p> <ul style="list-style-type: none"> <li>• broken or missing safety guards.</li> </ul> <p>Identification of common faults and/or defects in hand and power tools.</p> <p>Procedures for marking and reporting unsafe or faulty tools for repair.</p> <p>Reporting of serious faults: (hand and power tools)</p> <ul style="list-style-type: none"> <li>• verbal notification to appropriate personnel</li> <li>- supervisor/manager</li> </ul>	<p>Overhead – signs of poor performance and inefficiency in tools.</p> <p>Brainstorm – what to look for in order to identify malfunctions and worn, broken or missing components.</p> <p>Discuss the consequences of using poor performing and/or faulty tools and equipment on project outcome, client satisfaction and personal safety.</p> <p>Reinforce the importance of identifying and reporting faulty tools and equipment in a manufacturing, engineering and related services workplace and in the school workshop.</p> <p>Comparison of a range of tools in good order and some with regular use but no maintenance.</p> <p>Conduct an ‘audit’ of all tools and equipment in the school workshop to identify tools and equipment requiring maintenance and/or repair. [Link to Task 25]</p> <p>Discuss methods of reporting and record keeping to ensure checks and repairs are notified to appropriate personnel. [Link to Tasks 15, 16 and 18]</p> <p>Sample documentation.</p> <p>Class discussion –responsibilities of the student, teacher and school in regard to reporting of faults.</p> <p>Handout – outlining school procedures regarding reporting of faults.</p>

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	<ul style="list-style-type: none"> <li>- supplier/manufacturer</li> <li>• recording on job card/maintenance log (power tools only)</li> <li>• safety/lockout tagging where appropriate.</li> </ul> <p>Reasons for safety/lockout tagging:</p> <ul style="list-style-type: none"> <li>• ease of identification</li> <li>• evidence of serviceability</li> <li>• preventing use until repaired.</li> </ul>	<p>Work placement activity – outline the company/ organisation procedures regarding reporting of faults. [Link to Task 3]</p> <p>Visual stimulus – examples of safety/lockout tagging.</p> <p>Class discussion – repercussion of ignoring tagging.</p> <p>Practical activity – identify appropriate tagging for tools and equipment used in a manufacturing, engineering and related services workplace.</p>
<p><i>MEM13.14A Apply principals of occupational health and safety in the work environment</i></p> <p><b>1 Follow safe work practices</b> 1.2 Housekeeping is undertaken in accordance with company procedures</p> <p><i>MEM18001C Use hand tools</i></p> <p><b>1 Use hand tools</b> 1.5 Routine maintenance of tools, including hand sharpening is undertaken according to standard operational procedures, principles and techniques.</p> <p><i>MEM18002B Use power tools/hand held operations</i></p> <p><b>1 Use power tools</b> 1.5 Operational maintenance of tools, including hand sharpening, is undertaken according to standard workplace procedures, principles and techniques.</p>	<p><b>Routine cleaning and maintenance of hand and power tools</b></p> <p>Awareness of routine cleaning and operational maintenance for a range of hand and power tools:</p> <ul style="list-style-type: none"> <li>• cleaning and decontamination <ul style="list-style-type: none"> <li>- removal of dirt, dust, grease and oil</li> </ul> </li> <li>• scheduled servicing</li> <li>• lubrication</li> <li>• safety checks</li> <li>• tightening and adjustment</li> <li>• replacement/top-up of consumable components</li> <li>• repair/replacement of worn, malfunctioning, damaged or missing components/parts</li> <li>• anti-rust treatments</li> <li>• hand sharpening (tools and tool bits).</li> </ul> <p>The importance of acting within their level of authority in terms of:</p> <ul style="list-style-type: none"> <li>• taking initiative</li> <li>• problem-solving</li> <li>• decision-making.</li> </ul>	<p><i>Students are to be given several opportunities throughout the metal and engineering course to safely maintain a range of tools and equipment, as well as to check for serviceability and rectify or report any faults. These opportunities can arise during practical tasks/projects and/or may be demonstrated during work placement; or ‘work stations’ could be set up in the school workshop with different tools – students visit each station to demonstrate safe maintenance of each tool.</i></p> <p>[Link to Tasks 15 &amp; 16]</p> <p>Overhead – listing the cleaning/maintenance requirements that may be necessary for tools and equipment.</p> <p>Brainstorm – a range of cleaning techniques and equipment and situations in which their use is most appropriate.</p> <p>Practical exercises to gain experience using different</p>

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		<p>cleaning techniques and equipment.</p> <p>Class discussion:</p> <ul style="list-style-type: none"> <li>• the need to ensure that clean-up and/or disposal does not lead to the deterioration of the items or the environment</li> <li>• use of cleaning agents that will not corrode or damage tools or equipment</li> <li>• application of treatments to ensure tools and equipment do not deteriorate (eg rust proofing, water repellents, etc).</li> </ul> <p>Practical activity – from an inspection of a faulty tool or piece of equipment, suggest repairs that may be required to rectify the problem and an efficient method to ensure repairs are carried out.</p> <p>Class discussion:</p> <ul style="list-style-type: none"> <li>• consider options for temporary replacement of tools and equipment being repaired to ensure scheduled work can be completed</li> <li>• authority to work on particular tools or equipment and the implications of going beyond such authority.</li> </ul> <p>Class discussion – identify when to take initiative and solve a problem yourself, when to report and when to make the decision to pass the problem on to another person (this could be colleague, supervisor, supplier, OHS committee, union representative, etc).</p> <p>Cleaning and maintenance (where appropriate) of all tools and equipment used during school workshop projects.</p>

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	Maintenance records: <ul style="list-style-type: none"> <li>• manual</li> <li>• electronic.</li> </ul>	Sample documentation. [Link to Task 11]
<p><i>MEM13.14A Apply principals of occupational health and safety in the work environment</i></p> <p><b>1 Follow safe work practices</b>                      1.2 Housekeeping is undertaken in accordance with company procedures</p> <p><i>MEM18001C Use hand tools</i></p> <p><b>1 Use hand tools</b>                      1.6 Hand tools are stored safely in appropriate location according to standard operational procedures and manufacturers' recommendations.</p> <p><i>MEM18002B Use power tools/hand held operations</i></p> <p><b>1 Use power tools</b>                      1.6 Power tools are stored safely in appropriate location according to standard workshop procedures and manufacturers' recommendations.</p>	<p><b>Storage and access of hand and power tools</b></p> <p>Issues relating to the storage of tools and equipment:</p> <ul style="list-style-type: none"> <li>• security</li> <li>• climatic effects</li> <li>• OHS considerations</li> <li>• stability</li> <li>• ease of access.</li> </ul> <p>Knowledge of methods by which hand and power tools are stored and accessed.</p>	<p>Class discussion in relation to storage of tools and equipment.</p> <p>[Link to Tasks 15 and 16]</p>