



Australian Government

Department of Education, Employment and Workplace Relations

MEM14005A Plan a complete activity

Release: 1

MEM14005A Plan a complete activity

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers planning activities which, whilst following established procedures, may require a response and modification of procedures or choice of different procedures to deal with unforeseen developments.
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Application of the Unit

Application of the unit	<p>The unit covers the development of plans for individual complete activities and may include the use of planning techniques and tools.</p> <p>The activity may require prioritising of the individual plan components to facilitate the meeting of the objectives. Examples of activities to be planned may include: fault diagnosis and repair of an item of equipment, a modification of an established sequence of assembly tasks. However the activities may require a response and modification of procedures or a choice of different procedures to deal with unforeseen developments.</p> <p>Activities are normally performed by the individual undertaking the planned activity, and associated reports are completed as required. Planning will be related to familiar work tasks and environments and be performed to standard operating procedures.</p> <p>Where more extensive reporting requiring research and forming conclusions is required, refer to Unit 16.14 (Report technical information).</p> <p>Band: A</p> <p>Unit Weight: 4</p>
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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify activity requirements	1.1. Activity outcomes and objectives are identified and clarified with appropriate persons. 1.2. Activity requirements, including resources, overall timeframe, quality requirements and criteria for acceptable completion are identified and clarified. 1.3. Relevant specifications and procedures are obtained and clarified.
2. Plan process to complete activity	2.1. The individual components of the activity are identified and prioritised. 2.2. Planning tools and techniques are selected and used according to the needs of the activity. 2.3. The plan is checked for accuracy and conformance to instructions and requirements.
3. Modify plan	3.1. The plan is referred to and modified as necessary to overcome unforeseen difficulties or developments that occur as work progresses. 3.2. The results of the activity are reviewed against the plan, and possible future improvements to plan are identified.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Look for evidence that confirms skills in:

- obtaining, reading, interpreting and following information on written job instructions, specifications, standard operating procedures, charts, lists, drawing and other applicable reference documents
- preparing a plan including sequential steps that will enable the activity to be completed
- modifying the plan where appropriate, to take account of difficulties or developments that occur while following the prepared plan
- planning and sequencing activities
- checking and clarifying task-related information

REQUIRED SKILLS AND KNOWLEDGE

- checking for conformance to specifications
- using numerical operations, geometry and calculations/formulae within the scope of this unit
- using planning techniques such as scheduling, time management, brainstorming, setting of goals and defined outcomes, prioritising, review and evaluation strategies

Required knowledge

Look for evidence that confirms knowledge of:

- tasks to be performed
- person/s who can clarify the objectives, requirements and specifications
- specifications relevant to the tasks to be performed
- outcomes to be achieved
- timeframe for activity completion
- quality requirements of the product or service
- priority of each step in the plan
- reasons for the relative priority of each step
- modifications to the plan to overcome a range of unforeseen situations
- hazards and control measures associated with planning the complete activity, including housekeeping
- safe work practices and procedures

Evidence Guide

EVIDENCE GUIDE	
<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	A person who demonstrates competency in this unit must be able to plan a complete activity.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	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.
Context of and specific resources for assessment	<p>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.</p> <p>This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with planning a complete activity or other units requiring the exercise of the skills and knowledge covered by this unit.</p>
Method of assessment	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.
Guidance information for assessment	

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Italicised** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Requirements

- Formal or informal information about the task required, such as:
 - timeframe
 - quality requirements
 - outcome and performance requirements
 - job history
 - checks and tests
 - special reporting requirements
 - tools and equipment
 - materials and parts
 - reference documents
- Requirements and instructions are supplied verbally or in written form such as on job sheets. Instructions are carried out in accordance with established procedures

Specifications

Technical task related information conveyed verbally or as found in:

- task lists
- instructions
- manufacturer manuals
- diagrams and schematics
- technical drawings and sketches
- parts lists
- computer records

Planning techniques and tools

Scheduling, time management, brainstorming, setting goals and defined outcomes, prioritising, review and evaluation strategies

Unit Sector(s)

Unit sector	
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Co-requisite units

Co-requisite units		

Competency field

Competency field	Planning
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