



Australian Government

Department of Education, Employment and Workplace Relations

NWP559 Apply principles of mechanics to engineering problems

Release: 1

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Modification History

NWP559 Release 1: Primary release.

Unit Descriptor

This unit of competency sets out the knowledge and skills required to apply mechanics concepts and principles to solve problems common to all engineering fields. This includes forces, moments, friction and frames.

Application of the Unit

This unit applies to para-professionals working in engineering, manufacturing and construction environments where the determination of forces, moments and torque is required to provide a stable mechanical solution.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the tasks you need to be able to perform, to demonstrate that you can achieve the element. Where ***bold italicised*** text is used, further information is detailed in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

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|---|--|
| 1 Identify mechanic principles embedded in an engineering problem | <ul style="list-style-type: none">1.1 Determine the engineering problem through requests, design briefs or equivalent and clarify with <i>appropriate personnel</i>.1.2 Seek expert advice with respect to the engineering problem and according to enterprise procedures.1.3 Obtain <i>resources</i> needed for the task in accordance with <i>enterprise procedures</i> and check for correct operation and safety.1.4 Consult appropriate personnel to ensure the work is co-ordinated effectively with others involved at the work site. |
| 2 Apply principles of mechanics in the analysis or design of an engineering solution | <ul style="list-style-type: none">2.1 Interpret and apply industry codes, regulations and technical documentation relevant to the engineering problem.2.2 Identify and use sources of computational data.2.3 Make and record appropriate assumptions underlying the engineering problem.2.4 Select the most appropriate analytical, computational or design methodology. |
| 3 Verify, document and interpret outcomes | <ul style="list-style-type: none">3.1 Record and document results of the analysis or design in accordance with requirements and enterprise procedures.3.2 Present results as required from initial request or brief.3.3 Discuss and verify outcomes of analysis or design with appropriate personnel. |

Required Skills and Knowledge

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

Required skills:

- presenting engineering reports
- read and interpret industry codes, regulations and technical documentation relevant to the engineering problem

Required knowledge:

- force and gravity
- equilibrium of non-concurrent coplanar forces
- moment and torque
- equilibrium of concurrent coplanar forces

Evidence Guide

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The candidate should demonstrate the ability to:

- Principles of mechanics to standard engineering problems on at least two occasions

Context of and specific resources for assessment

Access to the workplace and resources including:

- documentation that should normally be available in a water industry organisation
- workplace specific equipment and technology
- supervision and experienced team members to provide observations, feedback and third party reports
- enterprise operating procedures and work allocation
- relevant codes, standards, and government regulations

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice
- a decision of competence should only be made when the assessor has complete confidence in the person's competence over time and in various contexts
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity

and must include evidence relating to each of the elements in this unit

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in a manner appropriate to the skill levels of the candidate, any cultural issues that may affect responses to the questions, and reflecting the requirements of the competency and the work being performed.

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. ***Bold 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.

Appropriate personnel may include:

- supervisor
- leading hand
- foreman
- manager
- site engineer
- trainer
- mentor
- teacher
- team member

Resources and equipment may include:

- computer software
- library files
- stationery
- drawing standards
- software reference documentation
- equipment
- computer hardware
- printers
- plotter
- digitisers

Enterprise procedures may include:

- the use of tools and equipment
- instructions, including job sheets, cutting lists, plans, drawings and designs
- reporting and communication
- manufacturers' specifications and operational procedures

Unit Sector(s)

Not applicable.

Competency Field

General Engineering.