



Australian Government

Department of Education, Employment and Workplace Relations

PMAOPS450B Solve colour problems

Revision Number: 1

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Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit applies a knowledge of colour to solving colour problems both for external customers and in the plant (ie colour is/appears to be wrong).
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Application of the Unit

Application of the unit	In a typical scenario, a technician receives a complaint arising from either an external customer or an internal customer, such as a production manager or team leader. The complaint concerns colour which is not as the complainant expected it to be. The technician gathers the appropriate data, then makes an analysis as to the cause of the problem and makes recommendations as to how this problem might be rectified. The complaints may include: • the colour as made does not match the standard • the colour as provided does not match the standard • the colour initially appeared correct, but is now unsatisfactory. The technician would: • clarify the problem • analyse problem cause(s) • recommend a solution to the problem. Generally the technician would work alone for this unit, although the ability to communicate with all internal and external customers and stakeholders (simply referred to as 'customers') is vital.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	
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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. Assist customer to articulate problem.	1.1. Clarify customer perception of problem 1.2. Assess opportunities for a targeted response to meet customer needs 1.3. Identify the rights and responsibilities of the customer and effectively communicate these to the customer 1.4. Clarify the history of the problem 1.5. Define problem and complete records.
2. Analyse possible problem cause(s).	2.1. Examine the colour of the object/surface and: 2.2. compare to standard to determine if colour faulty 2.3. determine potential causes if colour faulty 2.4. Analyse history of problem for potential causes 2.5. Question customer to clarify issues revealed by examination 2.6. Take samples and arrange for tests as appropriate 2.7. Determine range of possible causes consistent with data available 2.8. Determine most likely cause(s) of defined and observed problem.
3. Satisfy customer needs.	3.1. Determine appropriate strategies and activities to resolve problem 3.2. Negotiate proposed solution with customers and other relevant parties 3.3. Identify potential areas of difficulty in customer service delivery and take appropriate actions to address them 3.4. Follow items initiated through until final resolution has occurred 3.5. Meet customer needs within the scope of area of responsibility 3.6. Report problems outside area of responsibility to designated person 3.7. Follow procedures where a decision is made to terminate a service 3.8. Complete reports to procedure.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills

This competency requires the following skills:

- communication
- interrogation
- observation
- analysis

Required knowledge

Competence includes an understanding of colour and the interaction of colour components during processing and in application. A knowledge of the impact of weathering/aging on colour as appropriate to the product is also required. In particular it includes the ability to:

- distinguish between colour variations caused by materials or processing errors
- distinguish between colour variations caused by faulty surface preparation or application
- interrogate customers to obtain all relevant information, but in a manner which is pleasing to the customer
- explain the causes of colour variation in a manner which will be understood and accepted by the customer
- describe the causes and remedies of common problems such as those selected in the Range Statement.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Assessment for this unit of competency will be using real or simulated colour problems. The unit will be assessed in as holistic a manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations which will include a range of colours, problem causes and environments.

Simulation may be used for assessment of this unit of competency. Simulation should be based on the actual colour problems and should include the use of case studies/ scenarios and role plays.

This unit of competency requires a significant body of knowledge which will be assessed through questioning and the use of what if scenarios.

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

Competence must be demonstrated in the ability to define and analyse the problem as well as deal with the customer. The customer should be satisfied with the solution, as well as the solution being technically sound.

Consistent performance should be demonstrated. In particular look to see that:

- different types of problems can be analysed and resolved
- different types of customers can be satisfied
- the range of possible causes can be identified and analysed and the most likely cause determined
- appropriate action is taken.

These aspects may be best assessed using a range of scenarios/case studies/what-ifs. These assessment activities should include a range of problems, including new, unusual and improbable situations which may have been generated from the past history and similar sources.

Context of and specific resources for

Assessment will require a suitable method of gathering evidence of colour problem solving ability

EVIDENCE GUIDE	
assessment	over a range of situations. A bank of scenarios/case studies/what-ifs will be required as will a bank of questions which will be used to probe the reasoning behind the observable actions.
Method of assessment	In all plants it may be appropriate to assess this unit concurrently with relevant teamwork and communication units.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

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. Bold italicised wording, if used in the Performance Criteria, is detailed below. Add any 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.

Codes of practice/ standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.
Context	This unit of competency includes colour problems both in the plant and within the customer site (ie it includes both internal and external customers). This may include (select relevant items): • batches during manufacture do not conform to colour specification • colour as supplied to customer does not conform • colour as applied to substrate does not conform • colour variation within the product • colour was initially satisfactory but has changed over time • other colour problem. Typical problem causes may include: • wrong colourant • wrong colourant amount • incorrect processing/mixing/dispersing • incorrect substrate preparation (eg of painted/printed surface) • incorrect application (eg of paint/ink) • incorrect colour measurement and testing • defect standard • process changes and variations.
Health, safety and environment (HSE)	All operations to which this unit applies are subject to stringent health, safety and environment requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between Performance Criteria and HSE requirements, the HSE requirements take precedence.

Unit Sector(s)

Unit Sector	Operational/technical
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		
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