



Australian Government

PMBPROD315 Produce polyurethane foam

Release: 1

PMBPROD315 Produce polyurethane foam

Modification History

Release 1. Supersedes and is equivalent to PMBPROD315C Produce polyurethane foam

Application

This unit of competency covers the skills and knowledge required to operate and adjust equipment to produce polyurethane foam.

This unit of competency applies to experienced operators who are required to plan the process stages, start up and shut down foaming equipment, monitor equipment operation, make adjustments to remedy faults and non-conformity and solve problems within area of responsibility.

This unit of competency applies to an experienced operator demonstrating theoretical and technical knowledge and well developed skills in situations that require some discretion and judgement. The operator may work alone or as a member of a team or group and will work in liaison with other shift team members, team leader and supervisor, as appropriate.

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

Pre-requisite Unit

Nil

Competency Field

Production

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1	Plan process stages for polyurethane foam production	1.1	Plan the stages in the polyurethane foaming process and ensure these comply with the quality requirements for production
		1.2	Identify and allow for changes in materials at each stage of the polyurethane foaming process

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| | | 1.3 | Plan the availability of the equipment and components for each production stage |
| | | 1.4 | Anticipate the impact of the process on product characteristics and product quality and useability |
| | | 1.5 | Plan work requirements based on procedures |
| 2 | Identify work requirements for polyurethane foaming operations | 2.1 | Prepare materials, including base raw materials and additives |
| | | 2.2 | Recognise hazards and follow appropriate hazard control/minimisation methods |
| | | 2.3 | Check materials, ancillary supplies and equipment are correct |
| | | 2.4 | Check equipment and processes used for materials preparation, production process and for the downstream operations are available |
| | | 2.5 | Check product quality requirements for the relevant process stage |
| | | 2.6 | Identify and check emergency stops, gauges, guards and controls |
| | | 2.7 | Plan the task sequences, including times and locations for product quality checks, equipment operation and required production outputs |
| | | 2.8 | Provide for ongoing materials input, waste management and work area housekeeping requirements |
| | | 2.9 | Arrange any required supplementary equipment for product quality testing or routine equipment maintenance and/or adjustments |
| 3 | Check polyurethane foaming process set-up | 3.1 | Comply with equipment information, required quality specifications and set-up procedures |
| | | 3.2 | Set up equipment in accordance with required quality specifications and standard operating procedures (SOPs) |
| | | 3.3 | Check polyurethane foaming equipment settings and |

- adjustments and conformity to documented procedures
- 3.4 Inspect materials for conformity with requirements, including surface condition and materials thickness
- 3.5 Discard non-conforming materials or make adjustments to processing operations in accordance with procedures
- 4 **Operate and make adjustments as required to the foam process**
- 4.1 Start up, operate and shut down foam equipment as required by procedures
- 4.2 Monitor polyurethane foaming operations noting product quality, production outputs, equipment operating temperature, amperage, pressures, colour, thickness and product integrity
- 4.3 Make adjustments to remedy faults and non-conformity to production standards where applicable
- 4.4 Collect material which is able to be reprocessed and reused, and dispose of waste and scrap in accordance with workplace procedures
- 4.5 Clean up equipment, lubricate and adjust in accordance with procedures
- 5 **Anticipate and solve problems**
- 5.1 Recognise a problem or a potential problem
- 5.2 Determine problems needing priority action
- 5.3 Refer problems outside area of responsibility to appropriate person, with possible causes
- 5.4 Seek information and assistance as required to solve problems
- 5.5 Solve problems within area of responsibility
- 5.6 Follow through items initiated until final resolution has occurred

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Regulatory framework The latest version of all legislation, regulations, industry codes of practice and Australian/international standards, or the version specified by the local regulatory authority, must be used.

Applicable legislation, regulations, standards and codes of practice include:

- health, safety and environmental (HSE) legislation, regulations and codes of practice relevant to the workplace, manual handling and hazardous materials
- Australian/international standards relevant to the materials being used and products being made
- any relevant licence and certification requirements.

All operations to which this unit applies are subject to stringent HSE requirements, which may be imposed through state/territory or federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between performance criteria and such requirements the legislative requirements take precedence.

Procedures All operations must be performed in accordance with relevant procedures.

Procedures are written, verbal, visual, computer-based or in some other form, and include one or any combination of:

- emergency procedures
- work instructions
- SOPs
- safe work method statements (SWMS)
- formulas/recipes
- batch sheets
- temporary instructions
- any similar instructions provided for the smooth running of the plant.

Tools and equipment

Tools and equipment include:

- polyurethane foaming equipment/machines
- ancillary equipment that is integral to the process.

Additional tools and equipment will be selected as required from:

- hand tools used in this process
- knives and other bag opening equipment
- hoists/lifting equipment not requiring any special permits or licences
- manual handling aids, such as hand carts and trolleys
- relevant personal protective equipment (PPE).

Hazards

Hazards must be identified and controlled. Identifying hazards requires consideration of:

- fumes/vapours
- weight, shape, volume of materials to be handled
- hazardous products and materials
- rotational equipment or vibration
- sharp edges, protrusions or obstructions
- slippery surfaces, spills or leaks
- smoke, dust or other atmospheric hazards
- high temperatures
- electricity
- gas
- gases and liquids under pressure
- structural hazards
- equipment failures
- machinery, equipment and product mass
- other hazards that might arise.

Problems

Routine and non-routine problems must be resolved.

Non-routine problems must be resolved by applying operational knowledge to develop new solutions, either individually or in collaboration with relevant experts, to:

- determine problems needing action
- determine possible fault causes
- develop solutions to problems which do not have a known solution

- follow through items initiated until final resolution has occurred
- report problems outside area of responsibility to designated person.

Non-routine problems are unexpected problems or variations of previous problems and include one or more of:

- unstable process variables
- sub-optimal operation
- variations in feed rates
- variations in quality
- emergency situations
- intermittent faults.

Operational knowledge includes one or more of:

- procedures
- training
- technical information, such as journals and engineering specifications
- remembered experience
- relevant knowledge obtained from appropriate people.

Routine problems are predictable and have known solutions and include one or more of:

- processing problems
- equipment malfunctions
- out of specification equipment operation
- variations in materials
- raw material contamination
- incorrect quantity of materials
- contamination of materials.

Unit Mapping Information

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Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=932aacef-7947-4c80-acc6-593719fe4090>

Assessment Requirements for PMBPROD315 Produce polyurethane foam

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Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and demonstrate the ability to:

- read and interpret procedures, job specifications, instruments/control panels, material labels and safety data sheets (SDS)
- plan the foaming process and sequence tasks
- set up foaming equipment and materials to meet specifications
- start up and operate the equipment
- monitor key variables, including:
 - operating temperatures
 - cycle time
 - colour
 - cushion specification
 - amperage
 - pressures
 - output rate
 - product weight
 - product integrity and general conformance to specification
- make adjustments to remedy faults and non-conformity
- safely shut down equipment in normal and abnormal circumstances
- leave machine in appropriate condition with any required locks, tags or notices
- identify hazards and apply relevant hazard controls
- apply safety procedures
- apply housekeeping procedures
- apply waste management procedures
- recognise early warning signs of equipment/processes needing attention or with potential problems
- distinguish between causes of problems, including:
 - operational problems
 - instrument failure/malfunction
 - electrical failure/malfunction
 - mechanical failure/malfunction
 - wrong readings

- equipment design deficiencies
- materials properties
- process variables
- raw material variations/contamination
- process abnormalities
- procedural errors
- recognise and prioritise problems requiring action
- resolve routine and non-routine problems
- communicate effectively with team/work group and supervisors
- complete workplace records
- do basic arithmetical manipulations, including additions, subtractions, divisions, fractions and percentages.

Knowledge Evidence

Must provide evidence that demonstrates knowledge relevant to their job sufficient to operate independently and to solve routine and non-routine problems, including knowledge of:

- function and operating principles of injection equipment, machine components and ancillary equipment
- impact of variations in machine process conditions and raw materials on product quality and production output
- factors which may affect product quality or production output and appropriate remedies
- injection moulding manufacturing process and phases of the cycle
- importance of machine set-up and warm-up for effective processing of materials
- characteristics of materials and their behaviour in relation to process conditions and stages of production
- quality requirements at each production stage
- mechanical, hydraulic, pneumatic, electrical and electronic principles which effect machine operation
- common adjustments in process variables and their impact on product quality and production output
- impact of variations in raw materials and equipment operation in relation to final product
- possible changes to materials properties to better suit specific process requirements
- routine and non-routine problems that may arise, the range of possible causes and appropriate actions
- organisation procedures relevant to the work environment/job role
- hierarchy of control
- hazards that may arise in the job/work environment and:
 - their possible causes
 - potential consequences
 - appropriate risk controls.

Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.
- In all plants it may be appropriate to assess this unit concurrently with units such as:
 - teamwork
 - communication.
- The collection of performance evidence:
 - should occur over a range of situations which include typical disruptions to normal, smooth operation of an operating plant
 - will typically include a supervisor/third-party report or other evidence, focusing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency
 - must include the use of an appropriate industrial item of equipment requiring demonstration of operation, start and stop procedures and responding to problems
 - may use industry-based simulation for all or part of the unit particularly where safety, lack of opportunity or significant cost is an issue.
- Assessment should occur in operational workplace situations. Where this is not possible or where personal safety or environmental damage are limiting factors assessment must occur in a sufficiently rigorous simulated environment that reflects realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.
- Assessment in a simulated environment should use evidence collected from demonstration of skills and one or more of:
 - walk-throughs
 - pilot plant operation
 - industry-based case studies/scenarios
 - ‘what ifs’.
- Knowledge evidence may be collected concurrently with performance evidence or through an independent process, such as workbooks, written assessments or interviews.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- The regulatory framework will be reflected in workplace policies and procedures and is not required to be independently assessed.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.

- In addition the assessor or anyone acting in subject matter expert role in assessment shall demonstrate both technical competency and currency. If the assessor cannot demonstrate technical competency and currency they shall assess with a subject matter expert who does meet these requirements.
- Technical competence can be demonstrated through one or more of:
 - relevant VET or other qualification/Statement of Attainment
 - appropriate workplace experience undertaking the type of work being assessed under routine and non-routine conditions
 - appropriate workplace experience supervising/evaluating the type of work being assessed under routine and non-routine conditions
- Currency can be demonstrated through one or more of:
 - being currently employed undertaking the type of work being assessed
 - being employed by the organisation undertaking the type of work being assessed and having maintained currency in accordance with that organisation's policies and procedures
 - having consulted/had contact with an organisation undertaking the type of work being assessed within the last twelve months, the consultation/contact being related to assessment
 - conducting on the job training/assessments of the type of work being assessed
 - being an active member of a relevant professional body and participating in activities relevant to the assessment of this type of work.

Links

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